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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## "No Repetition"

*By Elizabeth Starbuck Adams*

*Author of "Typewriting Units" and co-author of "Standards in Elementary Shorthand"*

SOMEONE, recommending a typing text to me, said laudingly, "It asks for no repetition!" I pondered over that statement a long time, trying to fathom the point of view of a teacher of typing to whom the idea of repetition was evidently a bugbear. I am not acquainted with the book to which this teacher referred, so I have no conception of the nature of the content of a typing text that requires no repetition for mastery, nor am I concerned with it.

*Over and Over and Over Again—Surely!  
That's How We Grow Skillful*

What interested me was the attitude of the teacher toward the factor of repetition. How are we going to acquire any sort of skill in any activity without repetition? The autoist points with pride to the total of his mileage, the result of mechanical repetition, and re-

sultful in a constantly increasing skill in meeting traffic conditions. The carpenter looks with pride upon the finished house he has built, although it is the result of countless repetitions of such a purely mechanical act as hammering a nail. If we balk at the drudgery of repetition, it is because we have failed to understand the objective. Without some definite goal no activity is really zestful.

When we speak of the worthlessness of some types of repetition we are sometimes misunderstood. Many of the younger teachers of typewriting have seized upon certain phrases to justify themselves in a procedure that does not ask for repetition drills. They have failed to understand that all repetition becomes useless when there is no clearly defined objective to be reached through the repetitive drill. Do you think the most skillful knitter in the world could stand the mechanical repetition did she not have the ob-

jective of the finished article? So, after all, it is our set of mind that makes any form of repetition mechanically deadly or richly resultful.

### *The Why and When of Repetition*

Just what is the WHY and WHEN of repetition in skill development? Dr. Book, in his illuminating analysis of skill development, "Learning to Typewrite" (pages 1-147), makes plain what constitutes the hierarchy of habits involved in high skill development. Such a development is not unlike the growth of a plant. The tiny seedling pushes out, bit by bit, new leaves and new roots, increasing in strength and beauty each day, a poor enough little thing in the beginning, but one day to burst into bloom. Each new leaf, however, begins in just the same way, a tight little bud that reaches perfection only through steady growing. Whoever has seen a movie of a growing bud will recall the constant writhing motion of the plant in developing the bud into a leaf or blossom.

Typing power is a plant of slow growth and is just as dependent for its development upon constant exercise as is the real plant. It takes many leaves, many branches, many blossoms, and many firm roots to make this Power Plant a thing of perfect, symmetrical beauty. The tiny seedling grows leaf by leaf, root by root. The weeds of wrong habits are carefully removed. The sunshine of encouraging guidance, the rain of kindly correction, the soil of a well-organized content, these three elements urge the seedling to growth. But this development depends, also, upon the constant exercise, the unceasing exertion of the little seedling itself. Without self-activity there is no growth of any sort.

This analogy is no more than a figure of speech. To carry it further would be absurd. But the fundamental law of growth through exercise in typing and running and swimming and knitting and piano-playing and portrait-painting and shorthand-writing and any other form of high quality skill must be interpreted to demand *much* repetitive practice.

### *Manipulative Skill Our Objective*

If we, as teachers, are to function effectively as guides to our pupils as they tread the trail to the mountain top of accomplishment, we must have definite knowledge, detailed knowledge of both the near-to and the far-off objectives of the typing course. The far-off objective is obviously to develop typists with a manipulative skill of such superior quality that they are effective office

workers, worthy of their hire. If we break up this general far-off objective into elements, we may find that it helps us to focus clearly on the near-to objectives of daily practice in the classroom.

One phase of manipulative skill that is fundamental is a steady, *sure* control of all elements of the keyboard at a stroking rate of not less the 250 strokes per minute, preferably around 300 strokes a minute. Can a control of this quality be developed in ten fingers and one nervous system without various types of repetition? And a very large quantity of repetition? The answer is too plain to bother about writing it. Just study carefully the elementary sections of the three texts: "New Rational-1927," "Junior Rational," or "The Typist at Practice." Notice the clever variation in the types of repetitive drills and the definite objective for each drill, the change of emphasis from simple stroking to accurate copying, from a practice drill to an accomplishment drill, from a location drill to a facility drill.

It is the vividness with which the teacher presents these different objectives that utilizes these near-to objectives to carry the student along the road towards the far-off objective.

### *Requires Practice, Patience and Persistence*

A second phase of manipulative skill, one demanding mental qualities of superior caliber, is that specific skill required in proper arrangement of letters and tabulated material, the proper heading up of copy, the preparation of legal documents and manuscripts, the handling of all the varied and complicated business forms. Such skills are acquired as are all skills of lower order, by exactly the same steps: First, familiarity with the process involved—the know-how step; Second, repetitive practice of this know-how until manipulation is smooth and effective on a time basis.

The teacher plays an important part in this development by corrective checking and the timely word of advice or encouragement. Again, to ask a rhetorical question—does any teacher of typing think the high degree of accuracy required by the business office can be acquired in these phases of manipulative skill *without* repetitive practice? We know all too well how wide and deep must be the typing experience of the student to slough off inaccuracies.

Practice and Perfection are the Martha-and-Mary sisters of skill development.

A third phase that must be added to this high quality of manipulative skill is an equally high quality of character development, the set of mind that makes the office typist an

asset. This set of mind is composed of several elements: The endurance that puts a task through, the careful checking that puts the task through right, the poise that keeps the worker a pleasant worker under all stress. Now the development of this character quality grows only by much repetition—*patient* repetition, *persistent* repetition. Perfection cannot be reached without the aid of the other hand-maidens, Practice, Patience, and Persistence.

So much for the WHY of repetition. What can we say about the WHEN?

#### *When?—With Each New Step of the Way*

WHENever a new skill is to be taught we must first explain the how and why of the new technique. Follows, the student practice to enforce understanding. Follows, re-practice to transform that bungling beginning practice into smooth manipulative skill. Any and every phase of typewriter control from a single-finger control to a complicated tabulation problem is a new skill. When a student approaches a phase of technique that is new in his experience, he approaches that phase with the mental attitude of a beginner, eager, curious, a little timid. WHEN, later, a skill formerly learned needs to be recalled and developed to a higher level of control, again comes the need of repetitive drills, working now towards endurance and speed. These two "whens" cover the entire program because they meet the constantly recurring problem of growth.

To reach Perfection there is only the one road of Practice to traverse guided by Patience and Persistence.

#### *No "Royal Road" Exists*

Through all the ages men have sought a royal road to learning. Wiseacres in each age tell us there is no such road, just the one highway of self-activity charted out by the limitations of the nervous system of the human being. In spite of science, despite the well-established facts, many a quack appears in the market-place to cry his magic wares of get-rich-quick methods of skill development.

Quiet old Mother Nature smiles serenely. She shakes her finger at the Eager Learner. "Make haste slowly, my child," she says. "Remember, dear young impatient thing, Rome was not built in a day. Haste makes waste. Practice makes perfect. One step and then another, and the longest walk is ended. Big oaks from little acorns GROW. Constant dripping wears away stone. One brick and then another, and the highest wall is laid. If at first you don't succeed, try, try again." With these homely words of counsel, she pats the Eager Learner on the head and bids him start on the upward climb.

#### *But Zest Makes the Way Easy*

Let us cry "Blessed be drudgery" and turn all the strength of our brains into making vivid and resultful each hour of repetitive drill in the typing class!



## *Individual Versus Class Instruction*

*Some of the Advantages of Individual Instruction as Submitted*

*By Eva L. Connelly, Draughon's Business College, Springfield, Missouri*

1. Approval of practice work.  
The instructor criticizes the practice notebook when student comes for recitation.
2. Close supervision of writing.  
The instructor sees every outline the student writes from dictation.
3. All dictation transcribed.  
The student is obliged to transcribe into longhand every outline dictated during recitation.
4. Transcription corrected and criticized.  
The instructor looks over notebook with dictated words transcribed, and calls attention of student to anything incorrect.
5. Slow student not hurried.  
Every student can go at his own pace according to his ability.
6. Absences do not interrupt work.  
A student being absent a few days, upon his return can take up his work where he left off.
7. Mastery of any principle.  
A student finding special difficulty with a certain principle can stay with it until it is mastered.
8. Irregular students.  
The method allows the schedule of the irregular student to be adjusted to suit his hours. (*Continued on page 38*)

## 9. Students enter at any time.

The plan is especially adapted to a school where students may enter the department any day of the year.

## 10. Personal interest.

The close contact between teacher and student develops personal interest which is important in business college work.



## Teacher Certificates

*SINCE* the last list was printed the following teachers have been granted certificates:

Walburga Adams, Peru, Nebraska  
 Ola B. Anderson, Kansas City, Missouri  
 Myrtle E. Bailey, Spokane, Washington  
 Janet A. Barney, Beaver Dam, Wisconsin  
 Olive Enger Bomstead, Tacoma, Washington  
 Ruth Lauraine Bradbury, Fort Worth, Texas  
 Brother Bartholomew Mundweil, Muenster, Saskatchewan, Canada  
 Mary Lou Brown, Greeley, Colorado  
 Estelle Chambless, Mountain View, Oklahoma  
 Lena Margaret Cianciolo, Memphis, Tennessee  
 Jean Colwell, Greeley, Colorado  
 Junietta Goodall Cummings, Berkeley, California  
 Mrs. Howell L. Davidson, Jackson, Tennessee  
 Frances J. Dezarek, Indianapolis, Indiana  
 Lucille Dickinson, Peru, Nebraska  
 Frances M. Dolbeare, Long Beach, California  
 Bernice M. Haling, Greeley, Colorado  
 Merna E. Harris, Peru, Nebraska  
 Dora Eloise Hill, Syracuse, New York  
 Gertrude Eleanor Hilton, Greeley, Colorado  
 Thora A. Houx, Cheyenne, Wyoming  
 Dorothy Hurt, Peru, Nebraska  
 Mrs. Theresa T. Iseman, Greeley, Colorado  
 Mrs. A. W. Johnston, Billings, Montana  
 Elizabeth V. Jones, Sherman, Texas  
 Ava Wilna King, Fort Worth, Texas  
 Elsie Mares, Peru, Nebraska  
 Mildred I. Mason, Peru, Nebraska  
 Florence Oliver McMahon, Greeley, Colorado  
 Mrs. Lydia B. Ossorio, Tampa, Florida  
 Myrtle A. Ring, Olympia, Washington  
 Nell Frances Ryan, Memphis, Tennessee  
 Eunice O. Salisbury, Independence, Kansas  
 Cecil T. Silvertooth, Birmingham, Alabama  
 Virginia J. Simmons, Peru, Nebraska  
 Sister M. Bernabe, Eagle Pass, Texas  
 Sister M. Evangelist, Cuero, Texas  
 Sister M. Paulinda Schreck, Breda, Iowa  
 Sister Philomena, Richmond, Virginia  
 Sister Roberta Purcell, Pecos, New Mexico  
 Belle Sparks, Greeley, Colorado  
 Laura K. Strauss, Fort Wayne, Indiana  
 Floy Stubbs, Corpus Christi, Texas  
 Catherine Virginia Trout, Memphis, Tennessee  
 Florence W. Wenner, Philadelphia, Pennsylvania  
 Juana Valle, Arecibo, Porto Rico  
 Inez Ray Wells, Peru, Nebraska  
 Olta J. Welsboms, Yakima, Washington  
 Daisy Whalen, Tulsa, Oklahoma  
 Ruth Conklin Williams, Jamaica, New York  
 Josephine F. Holohan, Santa Cruz, California  
 Vera Howe, Cedar Falls, Iowa  
 Norine M. Hughes, Cedar Falls, Iowa  
 Gilma J. Lande, Cedar Falls, Iowa  
 Dorothy Loveless, Guthrie, Oklahoma  
 Margaret MacMillan, Los Angeles, California  
 Minor H. McFerran, South Palm Beach, Florida  
 Lottie L. Mulkey, Greeley, Colorado  
 Hazel M. Mullens, Fort Wayne, Texas  
 Sister Myrone McGinley, Eau Claire, Wisconsin

Sister Margaret Mary Brosnan, Great Falls, Montana  
 Francisco Muniz, Santo Domingo, Dominican Republic  
 Loretto M. Swain, Rapid City, South Dakota  
 Bertha Nix, Greeley, Colorado  
 Louella Olson, Osage, Iowa  
 M. Luisa S. Palacios, Tamps, Mexico  
 Winifred Phelps, Doniphan, Nebraska  
 Gertie Irene Pope, Guthrie, Oklahoma  
 Retha Pyles, Abilene, Texas  
 Frances L. Ross, Greeley, Colorado  
 Reeder K. Runnels, Guthrie, Oklahoma  
 L. Chappell Russell, Nashville, Tennessee  
 Alice Sellman, Cedar Falls, Iowa  
 Lucile A. Semotan, Greeley, Colorado  
 Sister M. de Chantal, Lewiston, Idaho  
 Sister Mary Leo, St. Louis, Missouri  
 Sister Mary Lucilda, St. Louis, Missouri  
 Sister M. Melita, St. Louis, Missouri  
 Sister Mary Paula, St. Louis, Missouri  
 Anna M. Smalling, Schenectady, New York  
 Gene E. Smith, Greeley, Colorado  
 Alverna Sullivan, Cedar Falls, Iowa  
 Myrtle Tate, Spartanburg, South Carolina  
 Mary Agnes Tilley, Lebanon, Tennessee  
 Gertrude M. Van Ausdln, Chicago, Illinois  
 Wanda Maurine Van Hosen, Colorado Springs, Colorado  
 Paul M. White, Cedar Falls, Iowa  
 Mrs. C. O. Adams, Moberly, Missouri  
 \*Lillian W. Arentsen, Chicago, Ill.  
 \*Mary Armstrong, Marseilles, Illinois  
 Mildred Arthur, Lead, South Dakota  
 Mattie Mai Baker, Nashville, Tennessee  
 Mrs. O. W. Baltrusch, Billings, Montana  
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 Pearl Bill, Philadelphia, Pennsylvania  
 Hannah Elmira Black, Nashville, Tennessee  
 Opal Britt, Fort Worth, Texas  
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 Lillian la Velle Cox, Memphis, Tennessee  
 Flora L. Craighead, Nashville, Tennessee  
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 Angeline I. De Mates, Lead, South Dakota  
 E. Muriel Desnoes, Rockville Centre, New York  
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 Velma Glenn, Fort Worth, Texas  
 Mrs. Mabel Graves, El Paso, Texas  
 \*Anne J. Greene, Virginia, Minnesota  
 \*Gertrude M. Hannen, Chicago, Illinois  
 Mrs. Gladys Harmon, Fort Worth, Texas  
 Aileen Hawley, Sandstone, Minnesota  
 Lucile Hodge, Fort Worth, Texas  
 Leila L. Holt, Honolulu, Hawaii  
 \*Orpha Hull, Chicago, Illinois

\* Certificates granted by Gregg School

(Continued on page 45)



# CONVENTIONS

## *Northwest Business Schools' Association*

*Report by Mrs. Frances Effinger-Raymond*

**T**HE Pacific Northwest Business Schools Association held its annual convention at the Hotel Olympic, Seattle, Washington, August 6. Twenty-five private schools were represented by fifty-two owners, managers, and teachers.

The following program was given:

### THE "ALL-ROUND" COURSE

J. F. Caskey, Success Business College, Bellingham, Washington

### OUR EMPLOYMENT PROBLEMS

George S. Johnson, Behnke-Walker Business College, Portland, Oregon

Mrs. Flavella Spike, Beutel Business College, Tacoma, Washington

### OUR BILLBOARDS

J. P. Wilson, Wilson's Modern Business College, Seattle, Washington

J. F. Griffin, Griffin-Murphy Business College, Seattle, Washington

### NEWSPAPERS IN ADVERTISING

J. I. Kinman, Spokane School of Business, Spokane, Washington

A. E. Roberts, Eugene Business College, Eugene, Oregon

### DIRECT MAIL

A. E. Kane, Northwestern Business College, Spokane, Washington

R. J. Fletcher, Centralia Business College, Centralia, Washington

### THE SOLICITOR

W. R. Bartmess, Gray's Harbor Business College, Aberdeen, Washington

### THE OFFICE APPLIANCES IN BUSINESS COLLEGE

#### TRAINING

S. M. Henderson, Capital Business College, Olympia, Washington

Fred Ulen, Walla Walla Business College, Walla Walla, Washington

### TUITION CHARGES

Miss Florence Douglas, Metropolitan Business College, Seattle, Washington

J. L. Beatty, Sprott-Shaw Business College, Victoria, B. C.

### DESIRABLE LEGISLATION

W. I. Staley, Capital Business College, Salem, Oregon

W. E. Dietz, Dietz Business College, Olympia, Washington

### THE PUBLISHER'S VIEW OF THE BUSINESS COLLEGE MAN

W. C. Hyatt, South-Western Publishing Company, Seattle, Washington

Mrs. F. E. Raymond, The Gregg Publishing Company, San Francisco, California.

President Charles F. Walker, owner of Northwestern School of Commerce, Portland, Oregon, has handled the affairs of the Association with such courtesy and skill that he was unanimously reelected for the same position for the coming year, and his city selected as the August, 1928, meeting place.

The Northwest school owners have done some unusual work in coöperative advertising and in meeting the problems and expenses of school solicitors. They are a keen set of business men and women with high professional standards.

With due appreciation of all the fifty-two owners in attendance, special mention is made of those two handsome, alert pioneers: Mr. J. P. Wilson, Wilson's Modern Business College; and Mr. S. Van Vliet, Yakima Business College. Their experience was a gold mine to the younger group and their leadership was welcomed and applauded. The absence of two other Deans in business education: Professor H. C. Blair, Blair's Business College, Spokane; and Mr. I. M. Walker, Behnke-Walker Business College, Portland, was regretted.

As usual, the generous and cordial representative of the South-Western Publishing Company, Mr. W. C. Hyatt, collected a large group for dinner and then led those fortunate ones to the new site of Wilson's Modern Business College, in the heart of Seattle's business district. Mr. and Mrs. Wilson explained the arrangement of the building; the basement containing the swimming pool and gymnasium, and three floors to house the greater business college. The site is a corner, all rooms with outside light and surrounded by magnificent buildings. Mr. Wilson, in perpetuating his school, and erecting a building of his own, is continuing his nearly fifty years' service to business education in the Northwest and proving his civic pride in the great city he has watched develop on the most

magnificent water front in the world—Puget Sound, reflecting the ever snow-clad Olympic mountains and capable of giving berths to

the entire American Fleet—the doorway to the Orient and the commercial neighbor of British Columbia and Alaska.



## Central Commercial Teachers' Association

*Celebration of Twenty-Second Anniversary Reported by L. C. Rusmiser*

*(Continued from the September issue)*

### Business Round Table

ONE session is usually appropriated for the consideration of specific problems. The Business Round Table offered a program of exceptional value, Mr. Ross N. Young, principal of John Marshall High School, Minneapolis, presiding. After paying a deserved tribute to the work that is being done in high schools and commercial schools, the speaker introduced Mr. John N. Greer, principal of West High School, of the same city.

#### *Trend of Commercial Education*

Mr. Greer delivered a most instructive address, *Some Observations of the Trend of Commercial Education*. The primary thought is to make better citizens, in order that the student may become, not a mere machine to metre out certain detailed service, but to serve the community and state and thus exert the broadest possible influence. A scientific study of conditions must be made by the teachers and the school authorities in order that they may be efficiently met. He cited that the universities have a narrow scope which at this time

restricts the efficiency of the high school commercial departments. The commercial department should be fully equal to any in the school, or even superior, for the demands of business are more exacting than those of the college. Contact with commercial subjects elevates all students of the school. Commercial training is of practical value in every avocation.

#### *The Vocational High at St. Louis*

Mr. A. H. Hellmich, Vocational High School, St. Louis, Missouri, gave an interesting talk describing the aims of this new school. It is unique in several respects. It has no building, but meets in various parts of the city wherever there is a demand for the work. The school is taken to the students rather than allowing the students to go a long distance to the school. There are no entrance requirements nor limitations as to age. The courses are intensive. The student may go as long or as short a time as desired, but finishes units of instructions as in the private commercial school.

### Shorthand Round Table

THE convention handicap is the brevity of time. That was keenly felt in the Shorthand Round Table, where a full program was outlined. Despite the handicap, this session, under the masterly leadership of A. B. Opfer, West High School, Minneapolis, was most helpful.

#### *The Direct Method*

The first speaker, Miss Ann Brewington, Chicago, discussed *The Direct Method and What It will Do*.

"Specifically," said Miss Brewington, "the very first meeting of the class should be devoted entirely to reading shorthand. A paragraph in which there is sufficient repetition to

make the reading and meaning relatively simple should be taken as the teaching unit; for example: The train will be late. It will not be an hour late but it will be late. If it be late in Erie it will be late here.

"The teacher should read the entire paragraph. Then she should ask the students what it is all about. The teacher should read it again and again until they have indicated that they have the thought of the paragraph. Now she asks the students to read aloud with her as she points to each word as it is read. She repeats this process as many times as necessary to insure that each student can read the entire paragraph. Next she asks them to read it in concert from their books. Then individual students read the entire paragraph. New para-

graphs are then worked on and the same procedure followed. The entire process is repeated until the students acquire the reading adaptation of the first fundamental division, or unit, of the system of shorthand being studied.

"'Reading adaptation' means that the student should be able to read intelligently and at a reasonable rate of speed, 80 to 95 words the minute, any material in which the first fundamental division of the system is used."

Most teachers who have tried this method have found it advisable to have the students read all the literature available on the first fundamental division of the system before doing any writing at all. All the literature does not mean only the few examples and sentences printed in the shorthand manual, but all supplementary material that is obtainable.

Next, the students are required to go through the movements of writing a paragraph of the material with a dry pen as they read it aloud. The length of the paragraph and the way in which the class responds determines how many times each step should be repeated. Then the class should write the entire paragraph. Each step in the process should proceed at the rate of at least 60 to 75 words the minute. The process is repeated with other paragraphs and articles familiar to the students until the students acquire the writing adaptation, which means that they should be able to express in shorthand familiar material at a reasonable rate of speed, from 60 to 75 words the minute. Then new material containing many words and phrases found in the practiced material, is introduced, and the same procedure followed.

Each fundamental division or unit of the system of shorthand being studied should be taught by the same procedure and the shorthand adaptation should be complete at each level. Being complete at each level involves not only the reading and writing adaptations, but precision, exactness, and skill, as well.

The steps in the teaching technique used in acquiring exactness, precision, and skill are so familiar to you that they need not be outlined. We all know what drill on the isolated words, penmanship drill, and speed drill mean.

No statistics can be cited here giving precise evidence as to the effectiveness of the direct method of teaching shorthand, but the few teachers who have experimented with it have declared that their students have acquired the shorthand adaptation in less time than is ordinarily required by students taught by the grammatical method. In the beginning the process usually seems very slow, inasmuch as from four to six weeks must be spent on the first fundamental division of the system, while by the grammatical method one gets "half through the book" in that length of time. But many weeks which are ordinarily spent in bringing students out of the isolated word stage in reading shorthand and the single-stroke in writing shorthand can be devoted to teaching new material, thus affording the student more extensive practice in dealing with real thought material in a purposeful situation.

#### *Miss Evans Demonstrates Speed During Talk*

"Vitalizing the Teaching of Shorthand" was the subject of a most spirited address, supplemented by a demonstration of rapid writing, given by Helen W. Evans, Gregg School, Chicago. Her address gave expression to a "fundamental" doctrine from which no shorthand writer can digress. Her demonstration was decidedly "modernistic," in that it displayed the qualities of both art and science with a

touch of personality quite apart from any precedents. Speaking on some of the basic things, Miss Evans asked this question, "Are we constantly learning and improving?" "No teacher can inspire others unless she be inspired—unless she has become so much interested in her subject that a new point of merit is found daily, and unless its impartation to the class is just as dynamic as the subject itself." Miss Evans stressed the fact that inspiration comes from a dynamic personality. "This is three-fold—physical, mental, and spiritual. We are sparks of divinity. The teacher who possesses a personality of this kind cannot hide her light under a bushel."

Among other points coming within the recital of fundamentals is the attitude of the teacher. Is she a time-saver or a teacher of young people? What is the task? Is it the case of an individual merely laying stones at \$8.00 a day, or is it a matter of building a cathedral?

#### *Effecting Typing Power*

The contribution by Miss Adelaide B. Hakes, Gregg School, was greeted with widespread approval. Miss Hakes spoke on *Methods of Effecting Typing Power*—a subject in which she "lives and moves and has her being" both in principles of theory and realization. Miss Hakes said in part:

Look into the problems and difficulties of the learner—they are very real to him. Don't let time, or aptitude, or proficiency rob you of the point of view of the learner at every step of the way. When excessive errors are to be reckoned with, be able to discriminate between carelessness and overanxiety. A few days ago a young college woman who finds typing difficult said to me, "I am filled with remorse when I think how hard I was on my Algebra students last year. Because it was so easy for me I couldn't understand why it should be so difficult for them."

Let your interest be great enough to think and to plan, to devise ways and means, to aim and to follow through. If growth and expansion appeal to you, surely you will be keenly interested in watching the rapid progress of the beginning typist. If psychological research interests you, here is a field into which you can dig as deeply as you will. And ENTHUSIASM—that's the lever that lifts the whole load. It removes any possible monotony; it keeps you from seeing all those papers and hearing the sound of all those machines. It leads to supremacy. Last year when Americans went over to England and won all of the first places in the British open golf championship, Walter Hagen was asked to what he attributed their success, and he replied, "American enthusiasm!"

There is nothing that tempers the weather of the soul more than a love for one's work, and there is a pleasant assurance in knowing your way. The two factors that have contributed more than any others to that knowledge, I believe, are those master technicians, the professional typists, who have led the way and shown us how to do, and the splendid contributions of material that we now have that show us what to do.

It is well for teacher and student alike that the day of simply requiring so many perfect copies of each exercise—nothing more, nothing less—the only

objective being a credit in the teacher's record book—has passed. It was too monotonous for the teacher and too discouraging for the student. Nowadays we supervise his efforts and assist him develop his machine technique by giving class drills, but when we give this class drill work, we like to feel and to have him feel that he is being benefited from it—that he is getting something that he couldn't or wouldn't, be able to do for himself. We want to get away from the valueless and into the resultful.

There are three types of drills that I believe have the proper reaction and response:

1. Manipulative drills for finger control.
2. Precision drills for accuracy control.
3. Rhythmic drills for continuity control.

Manipulative drills help the typist control his hands. Hands that normally function perfectly, when placed on the keys tighten and tense until all balance is lost. When one finger goes down, all the others go with it, or when one goes down all of the others fly up. So these drills are used as finger gymnastics on the machine to develop efficient and independent stroking—for in typing, as in golf, the stroke is the thing! A quick flicking of the surface of the key, with a pulling-toward-the-palm get-away. The drills should be repetitive so that they may be done facily and rapidly, and yet even the stroking drills should be foundation material for real work.

Precision drills are for establishing and promoting accuracy. Any word list, sentence, or paragraph may be dictated letter by letter, positive and precisely, the student writing with eyes glued to copy, arms and hands steady, fingers close to keys, the reaches made with mechanical precision, the senses focused and powerful—scattered energy is powerless. He hears the letter, he sees the letter, he thinks the letter, and he feels the letter. I know of no greater accuracy stabilizer than this coordinated effort.

#### *Action—Action!*

No one realized that "explosives" would be introduced into this session. They were employed, but most wisely, when R. R. McMasters, Milwaukee (our readers will remember him as teacher in the model school in the Palace of Education, Panama-Pacific Exposition, which received many awards of distinction), aired his views on the "sit down and take it easy" method of shorthand teaching. Mr. McMasters regards shorthand a highly animated subject—in teaching, in study, in execution. He heartily subscribes to the idea that the life of the shorthand class is *action—action* in the presentation of theory, *action* in the intermediate stages, and *action* throughout the advanced course. If one thing is needed more than another in the teaching of shorthand, it is a postgraduate course in *action*!

Speaking in another vein, Mr. McMasters emphasized the importance of working repeatedly with the recurring combinations. It

was pointed out that, in reality, there are only a limited number of combinations required in the writing of ordinary matter. Drill on the forms most frequently employed will not only facilitate early dictation but set a pace in execution which will become a "standard performance" in reckoning with all matter, whether easy or difficult. The speaker developed these angles in a masterly fashion which elicited much favorable comment from both the "fundamentalists" and the "modernists" present!

#### *Other Addresses*

Unfortunately it is impossible to record all the observations made in the three-day deliberation. Notable addresses were made by Dr. Philip Osgood and Dr. Roy L. Smith, Minneapolis. With the atmosphere created by these contributions it was not necessary to "assume" any of the characteristics necessary to professional fervor. These addresses will long be remembered by the personnel of the convention.

#### *A Word of Appreciation*

In many respects the twenty-second annual convention was an all-Minneapolis movement. Musical talent from practically every high school was placed at the disposal of the convention. It was a daily occurrence to have a musical organization present equal to or exceeding the number in general attendance. And this convention enjoyed a larger attendance than it has for many years, too! As a convention city, with every needed facility and generous hospitality, Minneapolis won unanimous approval on the part of visiting educators. This approval was equaled only by the round of applause given the president, Mr. G. W. Puffer, and his staff of local committee workers.

#### *New Officers*

The new officers are: T. A. Blakeslee, Lincoln School of Commerce, Lincoln, Nebraska, *president*; P. L. Greenwood, Roosevelt High School, Minneapolis, *vice-president*, W. F. McDaniels, Fort Dodge Business College, Fort Dodge, Iowa, *secretary*; and R. M. Phillips, Capital City Commercial College, Des Moines, *treasurer*.

**Don't Miss It—Thanksgiving Gathering**  
of the Southern Commercial Teachers' Association  
November 24, 25, and 26, at Atlanta, Georgia



# Teaching Tabulation

By Solomon Safran, A. B.

Morris High School, New York City

**T**HE development of skill in tabulating is no small task for the teacher of advanced typewriting. The practice work done by students must be intelligently directed and properly applied if they are ever to acquire the requisite degree of skill in this important phase of applied typing.

The plan, briefly outlined here, is the outgrowth of an effort to systematize and make more effectual the teaching of tabulating. It has simplified the task of securing proper application of typing skill to the solution of tabulation problems. It is hoped that the suggestions will be as helpful to others as they have been to the writer.

## Plan of Procedure

In any piece of tabulating work, the following procedure is observed:

1. Survey of the data to be tabulated.
2. Set marginal stops.
3. Set tabular stops.

The reason for the first step in the procedure just outlined is obvious. Any piece of work should be carefully studied and planned before it is undertaken. In the case of material for tabulation, such a preliminary survey and plan enables the teacher not only to motivate the work but also to arouse interest that will be an effective aid in securing sustained effort.

## Setting Marginal Stops

To determine the proper setting of right and left marginal stops, proceed as follows:

- (a) Determine the number of spaces in the longest line in each column of the tabulation and find the total number of spaces in all such lines.
- (b) Determine a suitable odd number of spaces for the separation space between each column of the tabulation, and add the total of all these spaces to the number of spaces as determined in (a).
- (c) Subtract the number of spaces as determined in (b) from 80 and divide the remainder by 2.

The result will be the width in spaces of the right and left margins. To illustrate, assume that the grand total of the spaces as determined in (a) and (b) is 65, which subtracted from 80 leaves a remainder of 15. This is the total number of spaces available for

margins. Division by two indicates that the left marginal stop should be set at 7 and the right at 72.

## Setting Tabular Stops

To set the tabular stops, proceed as follows:

- (a) Move carriage to extreme right, thus bringing it to the starting point of the line of writing.
- (b) Strike the space bar as many times as there are spaces in the longest line of the first column of tabulated material.
- (c) Strike the space bar for an additional odd number of times to correspond with the number of spaces previously determined as the desired space between the first and second columns.
- (d) Determine which space in the next column is the starting point of the most lines in that column and strike the space bar a corresponding number of times. To illustrate, if the most lines in the next column begin with the third space thereof, strike the space bar three additional times.
- (e) Set tabular stop at this point.
- (f) Proceed in like manner from this tabular stop for the other columns. Later on, students may be allowed to move the carriage directly to the point where the tabular stop is to be set. If right and left margins are reasonably equal the tabular stops are probably set correctly.

## Begin With Simple Exercises

Proper graduation is, of course, essential in teaching tabulation. At first, practice material should be simple, and the copy itself should be tabulated. When sufficient skill in the mechanics of tabulating has been acquired, practice material should consist of unarranged data in paragraph form. It is axiomatic that development of skill should precede an attempt to apply it to the solution of a practical problem.

In the early stages of tabulation drill it is effective and saves time and labor to have the students perform each step in unison. Obviously this should not be carried too far, and students should be allowed gradually to do their work independently and individually. Experience has demonstrated this to be a practicable and effectual teaching device.

It is almost trite to say that enthusiasm, interest, and sustained effort are essential to effective teaching. In developing tabulation

skill, however, much can be done in this direction. The material in the most recent typewriting texts is excellent. Current matter of everyday interest can be taken from newspapers, magazines, financial, industrial, and commercial reports of a statistical nature for supplementary use to vitalize the work.

### Specimen Tabulation Exercises

The following are a few examples of such material clipped at random from a New York newspaper one day last spring. You will note that each of these tables presents a little different problem in arrangement.

Table A

The probable lineup will be:				Newark	
Bethlehem				Murdoch	
Edwards	Goal				
Allen	R. B.			Marshall	
Eadie	L. B.			Herd	
MacDonald	R. H.			Daley	
Carnihan	C. H.			Thomson	
McGregor	L. B.			Nicol	
Jaap	O. R.			Duggan	
Granger	I. R.			Drummond	
Gillespie	Center			Renfrew	
Stark	I. L.			Green	
Goldie	O. L.			McGowan	

Table B

### STANDING OF THE CLUBS

	P.	W.	D.	L.	Pts.	Pc.
Bethlehem	37	26	6	5	58	.784
Fall River	40	22	8	10	52	.650
New Bedford	41	23	6	12	52	.634
Boston	37	20	6	11	46	.622
New York Giants	39	19	5	15	43	.551
Indiana Flooring	35	15	7	13	37	.529
Brooklyn	39	16	6	17	38	.487
Providence	36	12	9	15	33	.458
J. & P. Coats	37	8	13	16	29	.392
Newark	36	10	5	21	25	.347
Philadelphia	37	10	4	23	24	.324
Springfield	44	7	7	30	21	.239

Table C

The Yankee batting average for the training trip is as follows:

Players.	H.	AB.	R.	G.	Ave.
Bengough	2	4	0	2	.500
Paschall	4	10	2	7	.400
Gazella	6	16	2	8	.375
Morehart	19	51	14	16	.373
Meusel	16	43	13	13	.372
Lazzeri	9	25	5	8	.360
Dugan	13	41	6	15	.317
Ruth	17	54	13	16	.316
Combs	14	46	4	10	.304
Gehrig	18	62	17	18	.290
Grabowski	9	31	2	13	.290
Collins	6	21	3	8	.286
Koenig	18	74	9	15	.243
Durst	9	39	4	13	.231
Wora	3	14	2	7	.215
Phillips	1	5	0	3	.200

Table D

### YANKEE PITCHING

Players.	Ings.	Hits.	Av. e'ned runs	
			Earned	per
			Runs.	9 Ings.
Shocker	10	7	0	0.00
Moore	25	11	5	1.78
Hoyt	28	35	7	2.50
Shawkey	13	14	4	2.80
Ruether	15	17	5	3.01
Pipgras	20	22	9	4.05
Thomas	12	20	10	7.51

Beall, Johnson, Giard and Cannon trailed along with much higher earned run averages.

Table E

### PRICES OF THE DAY

	Yestdy's Clos'g.	Today's Net Open'g. Chge
Am Locomotive	109¾	109¾
Am Smelting	144¾	145 + ¾
Am Tel & Tel.	169	168¾ — ¾
Am Water Works	79¾	81 + 1¾
Anaconda Copper	46¾	46½ + ¾
Atch T & S F.	178	178¾ + ¾
Baldwin Locomotive	187	187
Baltimore & Ohio	116	116
Bethlehem Steel	55¾	55¾ + ¾
Cal Petroleum	26¾	26¾ — ¾
Chesapeake & Ohio	167¾	167½ + ¾
Chi & Gt Western	16¾	15¾ — ¾
Chi R I & P.	94+	93¾ — ¾
Colorado Fuel	72¾	73¼ + ¾
Con Can	59¾	59 — ¾
Corn Prod Ref.	57¾	57¾ — ¾
DuPont	242	243 + 1
Erie	55	55¾ + ¾
Fisk Tire	18¾	18¾
Fleischman	54¾	54¾ — ¾

Table F

### DEPARTURE OF STEAMERS

#### SAIL SATURDAY, APRIL 9

Steamers.	For.	Mails Close.	Vessels Sail.
Aconcagua, Callao, 29 Bklyn.		8:00 AM	—
Algonquin, Miami, 45 NR.		—	2:00 PM
Anders, San Domingo, 75 NR.		12:00 M	PM
Angela, Cadiz, 12 ER.		7:30 AM	—
Araguaya, Bermuda, 42 NR.		7:30 AM	10:00 AM
Aurania, Liverpool, 54 NR.		—	10:00 AM
Cedric, Liverpool, 60 NR.		8:00 PM	11:30 AM
Chicago, Bordeaux, 99 NR.		12:30 PM	PM
Clauseus, Santos, 29th st, Bklyn.		9:00 AM	—
Conchatta, Belfast, 7 NR.		—	—
Corozal, San Juan, 35 Bklyn		8:30 AM	12:00 M
Edith, San Juan, 27 Bklyn.		—	12:00 M
Fort St. George, Bermuda, 95 NR		8:30 AM	11:00 AM
Gustav Vigeland, San Domingo, 27 Bklyn.		9:30 AM	12:00 M
Herschel, Buenos Aires, 14 Hob.		9:30 AM	12:00 M
Jefferson, Norfolk, 25 NR.		—	12:00 M
Karma, San Domingo, 21 NR		11:30 AM	—
Leviathan, Southampton, 86 NR		8:00 AM	12:00 M

Tabulation, like any other phase of type-writing must be *taught*. To send the student to the machine with instructions to do as his textbook tells him to do is not effective educational practice. Therefore such material as that suggested above is of real value, especially if students are helped to a thoughtful consideration of the project at hand by such questions as these:

1. What is the heading in B?
2. What subheading is used in D?
3. Where should marginal stops be set for C?
4. Determine the proper setting for tabular stops in D.

5. For which space in the second column of A is the first tabular stop set?
6. How are the subheadings, *Bethlehem* and *Newark*, centered with respect to the longest lines in their respective columns.
7. In B, which line of the first column is the longest?
8. In C, how many spaces should be allowed between columns?
9. How is the word *closing* centered with respect to "Yesterday's" in E?
10. In D, why is the heading *average earned runs per inning* given four lines?

This plan has aroused interest and brought better results in our classes. It is worth trying, at least.



### Teachers' Certificates

(Continued from page 38)

Belle F. Adams, Brattleboro, Vermont  
 Vivian Lucille Allen, Springfield, Massachusetts  
 Ruth Aronovits, Springfield, Massachusetts  
 Gertrude C. Aust, Springfield, Massachusetts  
 Althea Bacon, Springfield, Massachusetts  
 Theresa G. Bednarske, Northampton, Massachusetts  
 Dora A. Bonin, Springfield, Massachusetts  
 Virginia Borra, Springfield, Massachusetts  
 Catherine Breen, Brattleboro, Vermont  
 Sarah Bristol, Springfield, Massachusetts  
 Mildred E. Brown, Springfield, Massachusetts  
 Vivian J. Brunell, Springfield, Massachusetts  
 Mallett E. Bush, Springfield, Massachusetts  
 Josephine M. Calareso, Springfield, Massachusetts  
 L. James Campbell, Springfield, Massachusetts  
 Edward E. Caouette, Springfield, Massachusetts  
 Willie Caron, Dalhousie, New Brunswick, Canada  
 Gwendolyn C. Celley, Springfield, Massachusetts  
 Elizabeth G. Clark, Ottawa, Ontario, Canada  
 Sarah M. Compaine, Springfield, Massachusetts  
 Mary K. Conlin, Springfield, Massachusetts  
 Anna C. Connor, Springfield, Massachusetts  
 Margaret Corcoran, Springfield, Massachusetts  
 Catherine Courtney, Northampton, Massachusetts  
 Mary Agnes Curnan, Springfield, Massachusetts  
 Ellen Irene Curtis, Bangor, Maine  
 Laurence D'Angelo, Springfield, Massachusetts  
 Harriet Daniels, Springfield, Massachusetts  
 Olive Carol Davis, Springfield, Massachusetts  
 Helen C. Dimitroff, Auburndale, Massachusetts  
 Lucille J. Duggan, Pittsfield, Massachusetts  
 Margaret Faulds, Portland, Oregon  
 Gertrude Geraldine Ferguson, Springfield, Massachusetts  
 Lena P. Garavalia, Springfield, Massachusetts  
 Gertrude May Gilpin, Springfield, Massachusetts  
 Elsie Helen Gladding, Springfield, Massachusetts  
 Vivian A. Grant, Springfield, Massachusetts  
 Dudley F. Hallock, Springfield, Massachusetts  
 Anna May Hancock, Springfield, Massachusetts  
 Veronica Hancock, Springfield, Massachusetts  
 Alice C. Hanifan, Springfield, Massachusetts  
 Madeline D. Hastings, Springfield, Massachusetts  
 Emma E. Hart, Northampton, Massachusetts  
 Nema T. Hill, Springfield, Massachusetts  
 Grace E. Hoffnagle, Springfield, Massachusetts  
 Eleanor Mary Hogan, Northampton, Massachusetts  
 Robert B. Hunter, Springfield, Massachusetts  
 Edna C. Hurd, Bangor, Maine  
 Dorothy L. Jameson, Springfield, Massachusetts  
 Lillian S. Justice, Flat Top, West Virginia  
 Arlene F. Keyes, Springfield, Massachusetts  
 Roberta Lee King, Demorest, Georgia  
 Ellen Kiszczak, Springfield, Massachusetts  
 Elizabeth Knapik, Springfield, Massachusetts  
 Mary Ruth Knightly, Northampton, Massachusetts  
 Lila Morton Landis, Berkeley, California  
 Frances Larken, Springfield, Massachusetts  
 Rose E. Larooco, Springfield, Massachusetts

Pauline Marie Leonard, Springfield, Massachusetts  
 Ellen Elizabeth Mahan, Springfield, Massachusetts  
 Mary T. Maher, Northampton, Massachusetts  
 Dorothy Fay Maislen, Springfield, Massachusetts  
 Filomena Mattia, Springfield, Massachusetts  
 Hazel I. Mayell, Cambridge, Massachusetts  
 Ralph C. McCulloch, Springfield, Massachusetts  
 Doris McEwen, Dalhousie, New Brunswick, Canada  
 Katherine Mae Moakler, Northampton, Massachusetts  
 Katherine C. Morrison, Springfield, Massachusetts  
 Rose H. Morrison, Springfield, Massachusetts  
 Eleanor Marie Murphy, Springfield, Massachusetts  
 Marion C. Nelson, Springfield, Massachusetts  
 Grace E. Norton, Springfield, Massachusetts  
 Elizabeth Marie O'Connor, Springfield, Massachusetts  
 Mary Kathleen Ogden, Lynchburg, Virginia  
 Donald Thomas O'Neill, Springfield, Massachusetts  
 Ruth M. Palmer, Springfield, Massachusetts  
 Mrs. Florence S. Penniman, Savannah, Georgia  
 Raphael T. Pickett, Keene, New Hampshire  
 Phyllis K. Pratt, Springfield, Massachusetts  
 Dorothy F. Primrose, Springfield, Massachusetts  
 Theresa C. Quinlan, Springfield, Massachusetts  
 Sarah Radunsky, Springfield, Massachusetts  
 Flora Rita Reynolds, Springfield, Massachusetts  
 Rachel Bolland, Springfield, Massachusetts  
 Mary Catherine Romano, Springfield, Massachusetts  
 Marjorie H. Russell, Springfield, Massachusetts  
 Anna Clotilda Sabol, Springfield, Massachusetts  
 Margaret Mary Sallus, Springfield, Massachusetts  
 Sister Margaret Mary, Albany, New York  
 Sister Marie Therese, Mount Vernon, New York  
 Sister Mary Carmel, New York City, New York  
 Barbara Almeda Smith, Bangor, Maine  
 Rose M. Smith, Springfield, Massachusetts  
 Leonore Jean Sourbier, Harrisburg, Pennsylvania  
 Howard Thomas Stewart, Springfield, Massachusetts  
 Margaret M. Stewart, Springfield, Massachusetts  
 Rena Mae Stone, Springfield, Massachusetts  
 Elizabeth L. Streeter, Springfield, Massachusetts  
 A. Evelyn Sutherland, Providence, Rhode Island  
 Vitella Mae Sweatt, Springfield, Massachusetts  
 Lulu Sweeney, Springfield, Massachusetts  
 Catherine M. Taitolan, Springfield, Massachusetts  
 Thebega C. Taty, Springfield, Massachusetts  
 Elizabeth Marie Teehan, Springfield, Massachusetts  
 Alma E. Thompson, Auburn, Maine  
 Louise H. Tucker, Springfield, Massachusetts  
 Irene Tupper, Springfield, Massachusetts  
 Rose Verdina, Springfield, Massachusetts  
 Herman Otto Wedin, Springfield, Massachusetts  
 Hazel J. Welts, Bangor, Maine  
 Mrs. Annie V. Werber, Atlanta, Georgia  
 Carla N. Weymouth, Springfield, Massachusetts  
 Doris L. Upham, Northampton, Massachusetts  
 L. G. Zandri, Springfield, Massachusetts  
 Bernice Anita Zywert, San Diego, California

(Continued on page 80)

## O. G. A. TEST COPY

1. 1000000000  
 2. 1000000000  
 3. 1000000000  
 4. 1000000000  
 5. 1000000000  
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 7. 1000000000  
 8. 1000000000  
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 19. 1000000000  
 20. 1000000000



# Getting the Most Out of Teaching

*Opening of the Teachers' Blackboard Writing Contest*

*Announced by Florence E. Ulrich*

**I**T is an established fact that most people grasp things more quickly and accurately through the eye than through any of the other senses. Whether this is due to the fact that more demand is made on the sight we do not know, but we do know that all great educators today realize the importance, in educating the children, of making an approach and appeal through the visual sense. Not only is it true that what is seen will be retained longer, but the picture will be more accurate.

## *Wasted Effort*

A word-given picture may be a pretty faithful reproduction in general scope, but lacking in very important details. We know the story of the little boy who could not remember history dates and whose teacher appealed to him thus:

"Now, Johnny, Columbus discovered America in 1492, not 1493. Try to remember this: In the year of 1492, Columbus sailed the ocean blue."

Next day Johnny was asked to give the date that Columbus discovered America, and he promptly answered 1493.

Much chagrined, the teacher said, "Johnny, don't you remember the little rhyme I gave you yesterday?"

"Yes, ma'am," dutifully answered Johnny.

"What is it?"

"In the year of 1493, Columbus sailed the deep blue sea."

He remembered the color of the sea all right; he remembered the substance of the rhyme; but the difference of a year in the date made no impression. Today we know that if we want to supplant the incorrect with the correct, we must in some way make an impression with the correct. A big figure 2 on the blackboard would have fixed the date in the pupil's mind.

## *Show Them on the Blackboard*

One reason why the teacher who uses the blackboard in shorthand presentation work not only makes her class work more interesting, but secures better results generally than the teacher who does not, is because she appeals through the eye. A recognition of

the value of this appeal has led to big strides being made in the past few years among the teaching fraternity in cultivating the use of the blackboard and acquiring a good blackboard style. This, and the Blackboard Contest, is responsible for more and more good teachers acquiring a beautiful style of writing. Your students may not remember what you tell them to write, but they will have vivid pictures of what you show them. Do not your own classroom experiences prove the truth of that?

## *Hence Our Need of Good Blackboard Writing!*

"I could watch you write shorthand all day," or, "Whenever I see you write those beautiful characters on the board, I feel eager to commence writing myself to see if I can make them like you do." These comments teachers frequently hear their pupils make. The power of imitation is strong in our students. The teacher who makes good notes on the blackboard enlists the imitative faculties of the students, acquiring that much more power for accomplishing the job of training good writers.

Good piano players are not developed by placing the student at the piano with the injunction, "Now play." Neither will an explanation of the rudiments of music alone suffice to make him produce music. The shorthand teacher who merely explains how a character should be written, without first showing the pupil the way to write it, produces chaos. From experience we know that the development of a good style of writing is absolutely essential to fast and accurate transcription, and it is better to demand a good style from the beginning, so that the pupils will not have an opportunity to develop any bad habits.

## *Try a Two-Minute Warming-Up*

Not all of the teachers have the time for special penmanship classes, but that is not absolutely essential. A good style may be encouraged and developed by a one- or two-minute drill at the beginning of the class period, supplemented by blackboard illustrations. Further help may be given by criticizing the notes of the pupils' class-work and home-work assignments.

The first essential, to my mind, is to *impress* the students with the *importance* of writing good notes. This can be done more forcibly, perhaps, in the transcription period than in the theory period, because pupils will then have brought home to them the necessity for accurate writing to secure accurate transcription.

I recall that Mr. Munford, an excellent teacher whom many of you know, would, at the beginning of the class period, pick out a few words and phrases likely to give difficulty, and some conspicuous for their flexibility, demonstrate how they should be written, and in a brief sentence or two compel the students to see the difference between the correct and incorrect forms. By means of a few moments' practice on the correct forms, these outlines were soon incorporated in the writing habits of the students.

#### *Essentials of Good Penmanship*

The primary essentials of good penmanship are *smooth, even, light lines* secured by *continuous writing, correct curvature, slant, and method of joining*. These aid in the development of facility in execution and in legibility. The teacher must be always on the alert to apprehend inaccuracies either in form or execution, from the time the pupil touches pen to paper until his writing habits have been well established. The good teacher realizes that the use of the blackboard is one of best possible means of accomplishing this.

#### *Contest Helps You Develop Good Style*

These remarks are pertinent at this time because of the opening of the Teachers' Blackboard Contest. This contest affords unlimited possibilities for practice, and the opportunity to have your notes criticised by experts. If, for any reason, you hesitated to enter previous contests, take advantage of this opportunity now! Not only will the precision practice that you put in on the contest copy be helpful, but you will learn just how your writing compares with the writing of other teachers.

One teacher explained her failure to compete last year by writing, "I did not enter the teachers' contest because I knew I could not write shorthand as beautifully as it should be written." Unfortunately, this teacher has been depriving herself not only of the means of acquiring the beautiful style of shorthand that she admires, but it may be that she is withholding from herself the confidence that comes to a winner when he knows that he is doing as good writing or perhaps better than the average. We must have ideals, and I for one subscribe heartily to them, but there

must be a compromise between actuality and ideals.

If what you are actually able to do does not measure up to your ideal of what it should be, gazing at the ideal will not help much in begetting strength enough to acquire it. In the language of the sportsmen, we must learn to run the dashes if we are to become strong in the mile. When Mr. Emerson wrote: "Be careful of the thing you set your heart on, for it surely shall be yours," he meant if we worked hard enough.

#### *The Challenge Cup Awaits You*

If you have set your heart on becoming a good blackboard writer, now is your opportunity. The Blackboard Contest opening this month is for you. The first prize is a beautiful silver trophy, and the winner of it wins it permanently. All that is required is to practice the blackboard contest copy until a satisfactory specimen is secured. If the writing is done on the blackboard (and blackboard writing is preferred, although in the event that a blackboard is not available to you, a pen-written specimen will be accepted), have a photographer call to take the picture as soon as you are ready for him, or, if you have a friend who is an amateur photographer or you have a camera of your own, you can take the picture yourself. We will publish Mr. Swem's "formula" for taking indoor pictures to help those of you who are novices in that field.

#### *Conditions of the Contest*

The contest opens with this announcement and will remain open to all teachers until January 31, 1928, thereby giving contestants of other lands an opportunity to send specimens to us.

To the teacher submitting the best specimen of shorthand notes written from the contest copy published here, will go the beautiful silver trophy—prize for first place—together with a cash award of \$25.00. To the winner of second place, a gold O. G. A. medal and \$10.00 will be given, and to the winner of third place, a silver O. G. A. medal and \$5.00.

If two or more contestants tie for any place, the prize for that place will be given to each party to the tie.

To the three prize winners, and to all others whose notes merit it, a beautiful Certificate of Proficiency in Shorthand Writing will be awarded.

The contest is open to every teacher of Gregg Shorthand except the trophy winners in previous contests.

There is no fee whatever in connection with the contest.

The shorthand specimens will be judged on the same basis as O. G. A. work, the essential points being:

1. Correct application of the principles of the system.
2. Smooth, even lines, secured by writing with an easy, fluent movement.
3. Characters which are correct in curvature, slant, and method of joining.
4. Characters which are relatively correct in size and proportion. (Blackboard work permits of greater variation in this respect than does pen work.)
5. Close and uniform spacing between outlines.

The teacher's name and name of school are to be sent with each specimen of notes.

The committee of judges to pass upon the papers will consist of Mr. John R. Gregg, Mr. Rupert P. SoRelle, Mr. Charles L. Swem, and Miss Florence E. Ulrich.

### *Start Practice Today*

Here is the Contest Copy—a quotation from Professor Trent. Try it and see if you can capture this year's cup for your own.

He who hesitates may not fail, but he will never arrive with the winners!



This Contest Trophy  
of the best  
Gregg

is Awarded Writer  
specimen of  
Notes



on the

Teachers' Blackboard  
Contest Copy—

**A**VOID much thinking or talking about what you have to undertake, but when you see that a thing needs doing and that people look to you to do it, go ahead and trust in Providence to bring you out with something accomplished. All hard workers, as a matter of course, will grow weary and brood and play the martyr; but, if they manage to be in the main good-natured and energetic, they will be able some day to look back on a good deal of fair accomplishment, and although they will be ready to admit that they made mistakes every day and wrote and said and did things of which they were later ashamed, they would have been much more ashamed if they had not displayed "the courage of imperfection" and done their best under trying circumstances.

—Professor Trent.

## Photographing the Blackboard

By Charles Lee Swem

**T**HE fact is not generally realized that, given the necessary lighting to make the exposure, the smallest Brownie camera will take as clear a picture as the most expensive lens made. So, with a little care and patience, and perhaps a bit of experimentation, a very good photograph can be made of any blackboard.

### *Choose a Well-Lighted Board*

The photographer's art consists mostly in the lighting effects he secures. The first consideration in securing a good photograph of any kind of subject is the lighting—to see that sufficient light falls upon the subject to be photographed to make an impression upon the sensitized plate within the camera.

To this end, the competing teacher should first choose a blackboard on which to work that is well lighted, and properly lighted. That is, it should be in a position preferably with the light shining directly upon it at right-angles to the board. This is not absolutely essential, for light can fall upon the blackboard from any angle, but be sure that when you stand on the spot where the camera is to be located in taking the picture there is no glare on the blackboard. A glaring reflection from the blackboard will be disastrous to the picture.

A blackboard alongside a window is very difficult, if not impossible, for the amateur to photograph. If there is sufficient light from the rear to light the board, the shades of the offending window can be drawn when the exposure is made, but, still, it is a hazard that should be avoided. It is well not to select such a blackboard. Thus, in choosing your blackboard, have an eye to the *kind* of light that will shine on your work. The volume of it is not a consideration until you come to take the picture.

### *Taking the Photograph*

When you have completed your specimen and are ready to make the exposure, set your camera on a tripod, or some firm object, at the proper distance from the board, as you would for any other time exposure. If you use a table or chair for a support, be sure to place the camera no more than two or three

inches from the edge so as to avoid including part of the table or chair in the picture. By the range-finder on the camera you will gauge the proper distance, height, etc., in order to make the largest view you possibly can of the board upon the film.

The shutter should, of course, be set for a time exposure. If you have a bulb on your camera, use that, by all means, as there is less danger of jarring the camera with a bulb. If you have not a bulb, it is needless to caution you that the camera should not be moved the smallest fraction in opening and closing the shutter.

### *What "Stop"*

With the shutter set for "time exposure," and the camera focused, you next have to adjust the lens to the proper stop or opening for the picture. Time exposures should be made with the lens open to a smaller diameter than for snapshots. On a box camera all that is necessary is to pull the lever up to the next opening—which brings the next smallest hole into place. On the folding cameras and kodaks that read "4, 8, 16, 32, etc.," around the bottom of the lens, the lever should be moved to stop "16." Also those reading "f 6.3 (or 7.7), 11, 16, 22, etc.," stop "16" should be used.

Now, with all this attended to, you are ready to take your picture—except for the matter of lighting and time.

### *What "Time"*

The proper timing of a time exposure is always a question of experimentation, chiefly because lighting is not uniform in all rooms and localities. But in a classroom this should not be a profound matter. Most classrooms are well lighted, and we will assume that yours is, as well as that the color tones of the room are light or lightish. Therefore, we give this table for timing:

With a bright sun outside, expose picture for eight seconds; hazy sun, twenty seconds; cloudy bright, forty seconds; cloudy dull, eighty seconds.

If your room is well lighted, with two or more windows, and the color tones are me-

(Continued on page 70)



## EDITORIAL COMMENT

### ON SUNDRY TOPICS

## *Dupraw Wins World's Shorthand Championship*

### *Swem Establishes World's Record*

**M**ARTIN J. DUPRAW has again secured the world's shorthand championship. The contest was held at the Plaza Hotel, San Antonio, Texas, before about a hundred and fifty spectators. There were twenty contestants trying for the various speeds and Mr. Dupraw was the only contestant to qualify on all three championship tests. On the 220 words-a-minute test (literary matter) he bettered 99% accuracy; on the 260 Jury Charge he made 96.94%, and at the 280 speed on Court Testimony his record was 99.15%. He came first on the first event and was outdistanced on the last by Mr. Swem.

Mr. Charles Lee Swem, twice world's shorthand champion, and formerly official reporter and personal stenographer to President Woodrow Wilson, established a world's record, making a speed of 280.4 words a minute net. Mr. Swem secured second place on the 220 test.

The material given at the championship speeds was difficult. In fact all of the tests were difficult. However, this did not deter the dictators from keeping up with the procession and getting to the post before the appointed time! The official report shows that on the 260 and 280 tests more than the

allotted number of words were read, so that the speeds were actually higher than "advertised."

Following is the official report:

#### *Report of Speed Contest Committee*

Speed Contest of the National Shorthand Reporters' Association held on August 16th and 17th, 1927.

PLAZA HOTEL, SAN ANTONIO, TEXAS

AUGUST 18, 1927

**175 Speed:** (Total words read in 5 minutes, 840)

HELEN W. EVANS net, 821—97.70%, entitled to fountain pen.

**220 Speed:** (Total words read in 5 minutes, 1100)

NATHAN BEHRIN net, 1066—96.90%, entitled to Bronze Medal.

C. L. SWEM net, 1080—98.18%, entitled to Silver Medal.

MARTIN J. DUPRAW net, 1093—99.36%, entitled to Gold Medal.

**260 Speed:** (Total words read in 5 minutes, 1309)

MARTIN J. DUPRAW net, 1269—96.94%, entitled to Gold Medal.

**280 Speed:** (Total words read in 5 minutes, 1412)

NATHAN BEHRIN net, 1390—98.44%, entitled to Bronze Medal.

MARTIN J. DUPRAW net, 1400—99.15%, entitled to Silver Medal.

C. L. SWEM net, 1402—99.29%, entitled to Gold Medal.

**The Trophy:** MARTIN J. DUPRAW, winner, average on three speeds, 98.48%.

### *Training for Accuracy Typing*

**T**EACHERS now quite generally recognize that the best progress in typing is made by striving continuously for accuracy rather than for speed. This theory was quite conclusively proved not so long since in

an experiment made by Dr. Garry C. Myers, of Cleveland, according to a report in the *Journal of Personnel Research*.

Typewriting was done by two squads of seven girls each, practicing three minutes a day for

thirty-six days. One group was instructed to work for speed and were reminded by their instructor at each trial to speed up all they could. The other group was cautioned at each trial to take great care that no errors were made.

At the end of the period the accuracy group had not gained much over the speed group; but later, after four months without practice, when each group copied, for speed, unfamiliar material for ten minutes, the speeders wrote an average of 383 words, while the accuracy squad wrote an average of 451 words. The average of the accuracy workers was 1.2 words wrong per hundred, that of the speeders was 2.2.

A later series of experiments corroborated the finding that if attention was directed solely to speed, accuracy tended to diminish. On the other hand, if attention was directed solely to accuracy, speed tended to increase.

This does not prove, however, that accuracy really means accuracy of copy or that the "perfect copy" is a standard which must be maintained. It rather refers to accuracy of technique, which, of course, if achieved, naturally results in accurate copy.

To obtain accuracy does not mean "plugging" along at a speed at which each stroke is measured and the location of each key ascertained by feeling before it is struck. To get the best results in typing, even from the beginning, the speed of finding and of striking the keys must be constantly accelerated. But speed must not be carried to a point where errors occur frequently. The occasional error may be overlooked if an attempt is made to find the reason for it and to correct the difficulty in stroking.



## Tests Announced for Teachers

**T**OO late for publication in our September issue came the news that the Board of Examiners of New York City is holding two tests to establish eligible lists for teachers of Gregg Shorthand (men and women)—one on October 14, for junior high school teachers; and the other on November 25, for high school teachers.

Inquiries should be addressed to the Board of Examiners, 500 Park Avenue, New York, N. Y. Eligibility requirements and application blanks will be sent upon request.

If you are interested, don't forget that New York's slogan is "Step lively, please."

## Helps for Shorthand Teachers

### The Q's and A's of Shorthand Theory

By John Robert Gregg

Mr. Gregg's latest book might properly be called the shorthand teacher's encyclopedia. Contains answers to more than 200 actual questions about rules, principles, and outlines, with a supplement containing copious lists of analogical endings of words—with shorthand illustrations. A veritable mine of information for students, writers, and teachers.

For ready reference, the Q's and A's are classified by lessons and rules, so that information on any point may be found without waste of time. Pocket-size, cloth, 120 pages, postpaid. **\$ .60 net**

### Basic Principles of Gregg Shorthand

By John Robert Gregg

A complete, scientific discussion of the underlying principles of Gregg Shorthand, containing interesting quotations from the writings of many eminent shorthand authors. Extremely helpful to teachers in charge of normal school classes. 247 pages, postpaid. **\$1.00 net**

### Notes on Lessons in Gregg Shorthand

By William Wheatcroft,  
London, England

Observations and explanatory notes on each of the twenty lessons in the Gregg Shorthand Manual, with suggestions as to the points to be emphasized in teaching. 85 pages, cloth, postpaid. **\$ .60 net**

### The Teaching of Shorthand: Some Suggestions to Young Teachers

By John Robert Gregg

A collection of addresses given before associations of teachers and normal classes, containing valuable hints on shorthand pedagogy and classroom methods. 130 pages, cloth, postpaid. **\$ .75 net**

Order from nearest office

**The Gregg Publishing Company**

NEW YORK CHICAGO BOSTON  
SAN FRANCISCO TORONTO LONDON

# Report of the School Shorthand and Typewriting Contests for 1927

By Hubert A. Hagar

**I**N our 1926 report, published in *The American Shorthand Teacher* for January, 1927, we were able to classify the records according to dates, speeds, types of material used, eligibility, methods of rating, etc. Great progress was made in 1926 toward uniform tests for both typewriting and shorthand. Practically all the typewriting contests were conducted according to International Rules and on standard material furnished by the typewriter companies. In the shorthand contests by far the greater number used the "Standard Gregg Speed Tests," and rated the transcripts according to the National Shorthand Reporters' Association Rules.

This year so many reports have been received that it has been necessary to confine the summary to the records made by the winners of first and second places in the individual events. Space does not permit summaries of team events, special accuracy tests, and one-minute tests.

The reports from the various states show that the year 1927 marked a decided increase in the use of uniform tests and in the use of standard rules for conducting the tests. The plan of holding District Contests from which the contestants for the State Contests are chosen is growing in favor. More emphasis is being placed upon Team Events and attempts are being made to divide first- and second-year typewriting events so that the one-period students are not required to compete with the two-period students. As a further aid to uniformity, a list of the standard tests furnished by The Gregg Publishing Company and a copy of the N. S. R. A. Rules are published at the end of this report.

## Shorthand Records Standard Gregg Tests Used and Transcripts Graded According to N.S.R.A. Rules

### Group One

#### 40 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<b>April</b>						
4-9	Clark-Skamania.....	Camas, Wash.....	May Henrici.....	Ridgefield.....	97.5	Gregg
4-9	Clark-Skamania.....	Camas, Wash.....	Helen Gustafson....	Ridgefield.....	97	Gregg
<b>May</b>						
5-21	Stanislaus County.....	Modesto, Calif.....	Florence Hendling...	Modesto.....	100	Gregg
5-21	Stanislaus County.....	Modesto, Calif.....	Helen Linden.....	Turlock.....	99.5	Gregg

## Group Two

## 50 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<b>April</b>						
4-23	Jackson County	Ashland, Oregon	Marie Milcénell	Ashland	96.4	Gregg
4-23	Jackson County	Ashland, Oregon	Marjorie Lindley	Jacksonville	96.01	Gregg
4-30	District	Creston, Iowa	Marjorie Herriott	Bedford	93.5	Gregg
4-30	District	Creston, Iowa	Roma Grant	Lenox	90	Gregg
<b>May</b>						
5-21	Barnstable County	Hyannis, Mass.	Ida Hicks	Wellfleet	98.8	Gregg
5-7	District	Boone, Iowa	Pancratia Bohnen- kamp	Carroll	94.5	Gregg
5-7	District	Boone, Iowa	Clarice Lacock	Jefferson	94	Gregg
<b>June</b>						
6-4	Massachusetts State	Boston	Susie Eldridge	Chatham	100	Gregg
6-4	Massachusetts State	Boston	Arda Brigg	Whitman	100	Chandler
6-4	Massachusetts State	Boston	Yvonne Lemieux	Whitman	100	Chandler
6-4	Massachusetts State	Boston	Sara Baker	Scituate	99.6	Gregg

## Group Three

## 60 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<b>March</b>						
3-25	Southern Illinois District	Carbondale	Edith Gott	Norris City	98	Gregg
3-25	Southern Illinois District	Carbondale	Olan Archer	Harrisburg	98	Gregg
3-25	Southern Illinois District	Carbondale	Marie Grant	Johnson City	97.5	Gregg
<b>April</b>						
4-9	Clark-Skamania	Camas, Wash.	Alice Dahl	Vancouver	100	Gregg
4-29	Southern Idaho District	Twin Falls	Leona Chapman	Filer	99.3	Gregg
4-23	Merced-Madera Bi-County	Merced, Calif.	Evelyn Greenléy	Turlock	99.3	Gregg
4-11	North Idaho District	Spokane, Wash.	Ida Chandler	Wallace	99	Gregg
4-23	Merced-Madera Bi-County	Merced, Calif.	Lena Worcester	Turlock	99	Gregg
4-9	Clark-Skamania	Camas, Wash.	Frances Brown	Ridgefield	98.6	Gregg
4-9	District	Rapid City, S. Dak.	Leona Duster	Rapid City	98.33	Gregg
4-29	Southern Idaho District	Twin Falls	Cathryn Allen	Buhl	97.67	Gregg
4-9	Eighth District	Pierre, S. Dak.	Marian Hiller	Highmore	97.67	Gregg
4-9	District	Rapid City, S. Dak.	Maratha Phipps	Deadwood	97.67	Gregg
4-29	Northeast Missouri District	Kirkville	Ella Glasener	Atlanta	97.3	Gregg
4-30	Northwest Missouri District	Maryville	Erma Stanton	Fillmore	97	Gregg
4-30	Northwest Missouri District	Maryville	Mary Messick	Fillmore	97	Gregg
4-30	Central District	Nampa, Idaho	Edna Goodale	Nampa	97	Gregg
4-9	District	Marysville, Calif.	Ethel Newsome	Yuba City	97	Gregg
4-11	North Idaho District	Spokane, Wash.	Georgia Schmalhorst	Sandpoint	96.6	Gregg
4-30	Northwest Missouri District	Maryville	Esther Osborne	Chillicothe	96	Gregg
4-6	Tulare County	Visalia, Calif.	Marion Burton	Porterville	95.6	Gregg
4-9	District	Marysville, Calif.	Helen Del Pero	Yuba City	95	Gregg
4-9	Eighth District	Pierre, S. Dak.	Katherine Potter	Pierre	95	Gregg
4-29	Northeast Missouri District	Kirkville	Evelyn Bradley	Kirkville	94.6	Gregg
4-22	District	Walsenburg, Colo.	Joe Giecek	Huerfano County	94	Gregg
4-22	District	Walsenburg, Colo.	Margaret Nicholds	Agular	87.5	Gregg
4-6	Tulare County	Visalia, Calif.	Adah Brough	Porterville	86.6	Gregg
4-6	Tulare County	Visalia, Calif.	Erma Cooper	Porterville	86.6	Gregg
4-22	District	Flagler, Colo.	Anna Wurdlinger	Limon	78	Gregg
4-22	District	Flagler, Colo.	Dalton Buck	Flagler	68	Gregg
<b>May</b>						
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Leona Duster	Rapid City	100	Gregg
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Marian Hiller	Highmore	99.67	Gregg
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Bessie Squire	Deadwood	99.67	Gregg
5-14	Essex County	Lawrence, Mass.	Corrine Wilmoth	Gloucester	98.33	Gregg
5-14	Essex County	Lawrence, Mass.	Annie Long	North Andover	96.33	Pitman
5-14	Arizona State	Phoenix, Ariz.	Mabel Fulton	Phoenix	96	Gregg



DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>June</b>					
6-4	New Jersey State.....	Elizabeth.....	Carolyn Kahn.....	Union Hill.....	99.6 Gregg
6-4	New Jersey State.....	Elizabeth.....	Ruth Warfield.....	Westfield.....	99.6 Gregg
6-4	New Jersey State.....	Elizabeth.....	Carolyn Semon.....	Trenton Senior..	99 Graham

**Group Four**

60 Words a Minute on Literary Matter; 70 Words a Minute on Business Letters  
Average Grade on the Two Takes—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>April</b>					
4-30	Indiana State.....	Muncie.....	Dena Maines.....	Logansport.....	100 Gregg
4-30	Indiana State.....	Muncie.....	Helen Nance.....	New Albany.....	100 Gregg
4-30	Indiana State.....	Muncie.....	Elizabeth Wells.....	New Albany.....	100 Gregg
4-30	Indiana State.....	Muncie.....	Mary Akers.....	Lebanon.....	99.74 Gregg
4-30	Indiana State.....	Muncie.....	Winifred Koon.....	Logansport.....	99.74 Gregg
4-30	Indiana State.....	Muncie.....	Florine Buysse.....	South Bend.....	99.74 Gregg
4-	District.....	Vincennes, Ind..	Marian Biedenharn.....	Evansville.....	98.46 Gregg
4-	District.....	New Albany, Ind..	Ruth Million.....	New Albany.....	98.2 Gregg
4-	District.....	Ft. Wayne, Ind..	Margaret Umbach.....	Ft. Wayne.....	97.43 Gregg
4-	District.....	Clinton, Ind.....	Margaret Griffiths.....	Clinton.....	97.2 Gregg
4-	District.....	Crawfordsville, Ind..	Mary Akers.....	Lebanon.....	96.4 Gregg
4-	District.....	Michigan City, Ind..	Vernon Ritter.....	Valparaiso.....	95.9 Gregg
4-	District.....	Whiting, Ind.....	Truth Trester.....	Hobart.....	95.48 Gregg
4-	District.....	Logansport, Ind..	George Brown.....	Peru.....	94.7 Gregg
4-	District.....	Muncie, Ind.....	Nell Tharp.....	Muncie.....	93.71 Gregg
4-	District.....	Bloomington, Ind..	Edna Meyers.....	Martinsville.....	93.6 Gregg
4-	District.....	Mishawaka, Ind..	Elsie Boudonk.....	Mishawaka.....	93.47 Gregg
4-	District.....	Elwood, Ind.....	Lucille Dalton.....	Elwood.....	90.5 Gregg
4-	District.....	Rushville, Ind.....	Ethyl Benz.....	Batesville.....	89 Gregg
4-	District.....	Richmond, Ind.....	Marcella Crosby.....	Richmond.....	88.4 Gregg
4-	District.....	Indianapolis, Ind..	Louella Wambsnass.....	Indianapolis.....	79.48 Gregg
4-	District.....	Marion, Ind.....	Mary Seward.....	Jonesboro.....	57.6 Gregg

**Group Five**

70 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>April</b>					
4-30	Montana State.....	Bozeman.....	Helen McCrum.....	Miles City.....	99.7 Gregg
4-30	Montana State.....	Bozeman.....	Iola Gorton.....	Columbia Falls..	99.1 Gregg
4-29	Colorado State.....	Greeley.....	Grace Nitzen.....	Otis.....	95 Gregg
4-29	Colorado State.....	Greeley.....	Lillian Russell.....	Lamar.....	94.6 Gregg
4-23	District.....	Boulder, Colo.....	Leola Oates.....	Longmont.....	85.7 Gregg
4-23	District.....	Boulder, Colo.....	Alma Kerr.....	Louisville.....	83.7 Gregg
4-23	San Juan District.....	Durango, Colo.....	Bernice Sechrist.....	Durango.....	67 Gregg
4-23	San Juan District.....	Durango, Colo.....	Helen Trimble.....	Dolores.....	66 Gregg
<b>May</b>					
5-13	Michigan State.....	Kalamazoo.....	Alberta Vandenberg.....	Grand Rapids.....	100 Gregg
5-13	Michigan State.....	Kalamazoo.....	Evelyn Hofacker.....	Constantine.....	100 Gregg
5-13	Michigan State.....	Kalamazoo.....	Ruby Shopbell.....	Eaton Rapids.....	99.7 Gregg
5-13	Michigan State.....	Kalamazoo.....	Walter Kasischke.....	Tawas City.....	99.7 Gregg
5-13	Michigan City.....	Kalamazoo.....	Esther Oppenlander.....	Lansing.....	99.7 Gregg
5-7	Oklahoma Interscholastic.....	Stillwater.....	Violet Kellenberger.....	Hominy.....	98.5 Gregg

**Group Six**

80 Words a Minute—First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>April</b>					
4-30	Berks County.....	Reading, Pa.....	Jean Richards.....	Reading.....	94 Gregg
4-30	Berks County.....	Reading, Pa.....	Harry Miller.....	Reading.....	91 Gregg

## Group Seven

## 50 Words a Minute—Three-Term Students

Began Shorthand January 1, 1926

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>May</b>					
5-21	Stanislaus County	Modesto, Calif.	Virginia Williams	Modesto	100 Gregg
5-21	Stanislaus County	Modesto, Calif.	Helen Leeper	Modesto	99.6 Gregg
5-21	Stanislaus County	Modesto, Calif.	Edith Bashor	Modesto	99.6 Gregg

## Group Eight

## 60 Words a Minute—Three-Term Students

Began Shorthand January 1, 1926

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>May</b>					
5-21	Stanislaus County	Modesto, Calif.	Pauline Pitti	Modesto	99.5 Gregg
5-21	Stanislaus County	Modesto, Calif.	Bessie Castley	Modesto	99 Gregg
5-21	Stanislaus County	Modesto, Calif.	Edith Freeman	Modesto	99 Gregg
5-21	Stanislaus County	Modesto, Calif.	Ernest Eilertsen	Modesto	99 Gregg
5-21	Stanislaus County	Modesto, Calif.	Evelyn Greenley	Turlock	99 Gregg

## Group Nine

## 60 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>April</b>					
4-9	Clark-Skamanian	Camas, Wash.	Alice Ellithorpe	Mill Plain	96 Gregg
4-9	Clark-Skamanian	Camas, Wash.	Thelma Kulander	Camas	95.6 Gregg

## Group Ten

## 70 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>April</b>					
4-30	District	Creston, Iowa	Catherine Igoo	Creston	96 Gregg
4-30	District	Creston, Iowa	Lillie Welcher	Creston	92 Gregg
<b>May</b>					
5-21	Stanislaus County	Modesto, Calif.	Sophie Grossman	Modesto	99.7 Gregg
5-21	Stanislaus County	Modesto, Calif.	Vivian Flaherty	Modesto	98.9 Gregg

## Group Eleven

## 80 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY SYSTEM
<b>March</b>					
3-25	Southern Illinois District	Carbondale	Mary Hensley	Harrisburg	99.3 Gregg
3-25	Southern Illinois District	Carbondale	Edna Windland	Marion	99 Gregg
<b>April</b>					
4-23	Jackson County	Ashland, Oregon	Mary Gale	Ashland	99.50 Gregg
4-9	District	Rapid City, S. Dak.	Marjorie Regan	Deadwood	99.25 Gregg
4-9	District	Pierre, S. Dak.	Mildred Huney	Pierre	99.25 Gregg
4-1	Utah State	Provo	Donna Leak	Kayeville	99.2 Gregg
4-1	Utah State	Provo	Clara Pace	Payson	98.8 Gregg
4-9	Clark-Skamanian	Camas, Wash.	Bessie Boyse	Vancouver	98.5 Gregg
4-9	Clark-Skamanian	Camas, Wash.	Agnes Harteloo	Battle Ground	98 Gregg
4-30	Berks County	Reading, Pa.	Herman Behrie	Reading	98 Gregg
4-23	Jackson County	Ashland, Oregon	Ingrid Johnson	Jacksonville	98 Gregg
4-9	District	Rapid City, S. Dak.	Alli Jacobson	Lead	97.75 Gregg
4-30	Berks County	Reading, Pa.	Warren Gerhart	Reading	97.5 Gregg
4-9	District	Pierre, S. Dak.	Heather Douglas	Highmore	97.5 Gregg
4-16	Cumberland County	Portland, Maine	Catherine Stevens	Portland	97.5 Gregg
4-16	Cumberland County	Portland, Maine	Ruth Blood	Deering	96.2 Gregg
<b>May</b>					
5-21	Stanislaus County	Modesto, Calif.	Elsie Pienon	Turlock	99.8 Gregg
5-21	Stanislaus County	Modesto, Calif.	Florence Ginnison	Ceres Union	98.8 Gregg
5-14	Arizona State	Phoenix	Marjorie Bonner	Phoenix	98 Gregg

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
5-14	Oxford County.....	Norway, Maine.....	Helen Macdonald.....	Rumford.....	94.6	Gregg
5-14	Oxford County.....	Norway, Maine.....	Kathryn Richardson.....	Norway.....	94.6	Gregg
5-14	Oxford County.....	Norway, Maine.....	Bernice Hammond.....	Ridlonville.....	93.8	Gregg

*June*

6-4	New Jersey State.....	Elizabeth.....	Elizabeth Wick.....	Battin, Elizabeth.....	100	Gregg
6-4	New Jersey State.....	Elizabeth.....	Anna Savastano.....	Paterson.....	100	Isaac Pitman
6-4	New Jersey State.....	Elizabeth.....	Lillian Bloch.....	Union Hill.....	100	Gregg

*Group Twelve**90 Words a Minute—Second-Year Students*

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>April</i>						
4-29	Southern Idaho District.....	Twin Falls.....	Leona Chapman.....	Filer.....	97.3	Gregg
4-11	North Idaho District.....	Spokane, Wash.....	Dorothy Bennett.....	Sandpoint.....	96.4	Gregg
4-22	District.....	Walsenburg, Colo.....	Genolda Vaughn.....	Huerfano County.....	95	Gregg
4-29	Southern Idaho District.....	Twin Falls.....	Virginia Brock.....	Buhl.....	94.7	Gregg
4-23	Merced-Madera Bi-County.....	Merced, Calif.....	Elsie Piener.....	Turlock.....	94	Gregg
4-6	Tulare County.....	Visalia, Calif.....	Merle Double.....	Porterville.....	89.7	Gregg
4-23	Merced-Madera Bi-County.....	Merced, Calif.....	Audrey Booth.....	Turlock.....	88.4	Gregg
4-11	North Idaho District.....	Spokane, Wash.....	Alberta Volkman.....	Wallace.....	88.1	Gregg
4-6	Tulare County.....	Visalia, Calif.....	Serene Cox.....	Porterville.....	78.9	Gregg
4-23	San Juan District.....	Durango, Colo.....	Irene Wolverton.....	Durango.....	68	Gregg
4-23	San Juan District.....	Durango, Colo.....	Rosie Stoddard.....	Durango.....	64	Gregg

*May*

5-14	Essex County.....	Lawrence, Mass.....	Annetta Anderson.....	Andover.....	97.06	Gregg
5-14	Essex County.....	Lawrence, Mass.....	Ruth Graichen.....	Lawrence.....	96.38	Benn Pitman
5-7	District.....	Boone, Iowa.....	Elmer Berglund.....	Perry.....	96	Gregg
5-7	District.....	Boone, Iowa.....	Lucille Vontrees.....	Boone.....	94.25	Gregg
5-21	Barnstable County.....	Hyannis, Mass.....	Evelyn Bearse.....	Chatham.....	92.4	Gregg

*June*

6-4	Massachusetts State.....	Boston.....	Susanah Kelley.....	Chatham.....	97.77	Gregg
6-4	Massachusetts State.....	Boston.....	Marion Sears.....	Whitman.....	97.11	Chandler

*Group Thirteen**90 Words a Minute on Literary Matter; 100 Words a Minute on Business Letters  
Average Grade on Two Tests—Second-Year Students*

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>April</i>						
4-	District.....	Vincennes, Ind.....	Halloin Morgan.....	Evansville.....	99.82	Gregg
4-	District.....	Ft. Wayne, Ind.....	Ruth Jennings.....	Ft. Wayne.....	99.82	Gregg
4-	District.....	Mishawaka, Ind.....	Eleanor Smith.....	South Bend.....	98.40	Gregg
4-	District.....	Rushville, Ind.....	Jeanette Moore.....	I. S. S. O. H.....	98.39	Gregg
4-	Indiana State.....	Muncie.....	Ruth Jennings.....	Ft. Wayne.....	98.38	Gregg
4-	District.....	Indianapolis, Ind.....	Mary Harness.....	Indianapolis.....	98.33	Gregg
4-	Indiana State.....	Muncie.....	Minnie Kornblush.....	Evansville.....	97.84	Gregg
4-	District.....	Bloomington, Ind.....	Beatrice Dailey.....	Martinsville.....	97.49	Gregg
4-	District.....	Richmond, Ind.....	Elizabeth B. Smith.....	Richmond.....	96.8	Gregg
4-	District.....	Crawfordsville, Ind.....	Maxine Cronk.....	Hillsboro.....	96.6	Gregg
4-	District.....	Whiting, Ind.....	Marie Jablouski.....	East Chicago.....	95.87	Gregg
4-	District.....	Logansport, Ind.....	Victor Krauskopf.....	Peru.....	95.8	Gregg
4-	District.....	Michigan City, Ind.....	Winifred Cooney.....	Michigan City.....	95.2	Gregg
4-	District.....	Marion, Ind.....	Josephine Lewis.....	Huntington.....	94.03	Gregg
4-	District.....	Clinton, Ind.....	Dorothy Nelson.....	Clinton.....	93.1	Gregg
4-	District.....	New Albany, Ind.....	Mildred Gray.....	Madison.....	92.2	Gregg
4-	District.....	Muncie, Ind.....	Evelyn McCune.....	Dunkirk.....	83.25	Gregg
4-	District.....	Elwood, Ind.....	Thelma Overton.....	Kokomo.....	80.89	Gregg

### Group Fourteen

#### 100 Words a Minute—Second-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<b>March</b>						
3-25	Southern Illinois District	Carbondale	Edna Windland	Marion	98.3	Gregg
3-25	Southern Illinois District	Carbondale	Emma Hussman	Centralia	97.7	Gregg
<b>April</b>						
4-29	Northeast Missouri District	Kirkville	Ruth Mauzey	Brunswick	99.8	Gregg
4-16	Cumberland County	Portland, Maine	Fanny Fineberg	Portland	99.33	Gregg
4-29	Northeast Missouri District	Kirkville	Dorothy Jones	Kirkville	98.8	Gregg
4-16	Cumberland County	Portland, Maine	Goldie Modes	Portland	98.33	Gregg
4-30	Montana State	Bozeman	Gladys Grainger	Miles City	98.2	Gregg
4-22	District	Wheatridge, Colo.	Harold Anderson	Wheatridge	98	Gregg
4-30	Northwest Missouri District	Maryville	Mildred Sandison	Maryville	98	Gregg
4-30	Montana State	Boseman	Hilda Warp	Big Timber	97	Gregg
4-22	District	Cheyenne Wells, Colo.	Alice Hutton	Cheyenne County	96.4	Gregg
4-30	Northwest Missouri District	Maryville	Ethlyn Riffie	Maysville	96	Gregg
4-22	District	Flagler, Colo.	Aileen Foe	Limon	94	Gregg
4-23	Central Missouri District	Warrensburg	Mildred Sutherland	Sedalia	93.8	Gregg
4-22	District	Cheyenne Wells, Colo.	Helen Hubbard	Cheyenne County	93.4	Gregg
4-23	Central Missouri District	Warrensburg	Ester Oetting	Concordia	92.8	Gregg
4-29	Colorado State	Greeley	Lulu Rasmussen	Sterling	91.6	Gregg
4-9	District	Marysville, Calif.	Nellie Mitchell	Marysville	91	Gregg
4-9	District	Marysville, Calif.	Siri Johnson	Yuba City	90	Gregg
4-29	Colorado State	Greeley	Ruth Hempstone	Boulder	87.4	Gregg
4-23	District	Boulder, Colo.	Agnes Kaleck	Louisville	82.5	Gregg
4-29	First District	Ft. Smith, Ark.	Lois Russell	Ft. Smith	83	Gregg
4-23	District	Boulder, Colo.	Delia Hast	Brighton	75	Gregg
4-22	District	Flagler, Colo.	Jessie Banes	Limon	67	Gregg
<b>May</b>						
5-14	Wisconsin State	Whitewater	Ruth Gerke	Tomah	100	Gregg
5-14	Wisconsin State	Whitewater	Bertha Duibe	Racine	100	Gregg
5-14	Wisconsin State Vocational	Whitewater	Mary Bonady	Racine	100	Gregg
5-14	Wisconsin State Vocational	Whitewater	Isabelle Zinner	Racine	99.4	Gregg
5-14	Wisconsin State Vocational	Whitewater	Erma Smith	Fond du Lac	99.4	Gregg
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Elsie Walser	Sioux Falls	99.2	Gregg
5-13	Michigan State	Kalamazoo	Vera Herman	Frankfort	98.9	Gregg
5-7	Penobscot County	Bangor, Maine	Eva Phillips	Bangor	98.6	Gregg
5-13	Michigan State	Kalamazoo	Bertha Gelder	Benton Harbor	98.3	Gregg
5-7	Penobscot County	Bangor, Maine	Katharine Scherer	Bangor	98.3	Gregg
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Marion Davie	Sioux Falls	98	Gregg
5-7	Somerset County	Pittsfield, Maine	Ardis Hunter	Pittsfield	91	Gregg
5-7	Somerset County	Pittsfield, Maine	Aretta Littlefield	Pittsfield	75	Gregg
<b>June</b>						
6-4	New Jersey State	Elizabeth	Beverly Lynch	Englewood	99.6	Gregg
6-4	New Jersey State	Elizabeth	Evelyn Hiles	Mt. Holly	99.6	Gregg
6-4	New Jersey State	Elizabeth	Thelma Paisley	Battin, Elizabeth	99	Gregg

### Group Fifteen

#### 120 Words a Minute—Unlimited

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<b>May</b>						
5-13	Michigan State	Kalamazoo	Margaret King	Owosso	96.6	Gregg

### Miscellaneous

*Because of Organization, Method of Grading, Test Material Used, etc., these contests could not be included in the General Summaries.*

### Canada

*Twin City Shorthand Contest, Kitchener, Ontario, May 27, 1927*

NAME	SCHOOL	PERCENT ACCURACY	SYSTEM
Novice Class—80-word-a-minute dictation			
Clement Kraemer	St. Jerome's College	98.5	Gregg



NAME	SCHOOL	PERCENT ACCURACY	SYSTEM
<i>Intermediate Class—120 word-a-minute dictation</i>			
Leo Kraemer.....	St. Jerome's College.....	97.5	Gregg
Francis Derochie.....	St. Jerome's College.....	96	Gregg
<i>Senior Class (Office Workers)—80 word-a-minute dictation</i>			
Elsie Ewald.....		97	Isaac Pitman
Cordelia Berges.....		96.8	Gregg

## Connecticut

## Connecticut Business Educators' Association Contest

Derby, March 19, 1927

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>80 word-a-minute dictation</i>			
Elizabeth Cook.....	Meriden.....	100	Gregg
Loretta Hatch*.....	Ansonia.....	99.5	Gregg
Anna Levine*.....	Meriden.....	99.5	Gregg
<i>100 word-a-minute dictation</i>			
Jennie Mermin.....	New Haven.....	99.2	Isaac Pitman
Elizabeth Cook*.....	Meriden.....	98.8	Gregg
<i>120 word-a-minute dictation</i>			
Jennie Mermin*.....	New Haven.....	94.8	Isaac Pitman
Elizabeth Cook.....	Meriden.....	92.6	Gregg

NAME	BUSINESS SCHOOL	PERCENT ACCURACY	SYSTEM
<i>80 word-a-minute dictation</i>			
Mary Gauthers.....	Merchants & Bankers School, Hart- ford.....	100	Gregg
Myrtle Andrew.....	Stone Business School, New Haven..	99.5	Isaac Pitman
Evelyn Clarke*.....	Waterbury Business College.....	99.2	Gregg
<i>100 word-a-minute dictation</i>			
Myrtle Andrew*.....	Stone Business College, New Haven..	99	Isaac Pitman
Anna Chappo.....	Laurel Business School, Meriden....	98.6	Gregg
<i>120 word-a-minute dictation</i>			
Mary Gauthers.....	Merchants & Bankers School, Hart- ford.....	92.1	Gregg

## Illinois

## District Contest

East Peoria High School, May 7, 1927

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>60 word-a-minute dictation</i>			
Ethel Conn.....	East Peoria.....	96	Gregg
Mildred Baechler.....	East Peoria.....	95.5	Gregg
<i>80 word-a-minute dictation</i>			
Myrle Neff.....	East Peoria.....	98.3	Gregg
Thelma Menke.....	Havana.....	97.3	Gregg
<i>100 word-a-minute dictation</i>			
Myrle Neff.....	East Peoria.....	97.6	Gregg
Thelma Menke.....	Havana.....	92.6	Gregg

## Illinois State Commercial Contest

Normal, May 21, 1927

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>60 word-a-minute dictation</i>			
Geraldine Collette.....	Gilman.....	99.5	Gregg
Julia Hancock.....	Hillsboro.....	99.5	Heyenga

\* Winner in each class

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
Edith Cohen.....	Springfield.....	99.5	Gregg
Mary Crenshaw.....	Marion.....	99	Gregg
Betty McLean.....	Hillsboro.....	99	Heyenga
Barbara Barnes.....	Macomb.....	99	Gregg
Olaga Frederick.....	Nokomis.....	99	Heyenga
<i>80 word-a-minute dictation</i>			
Elnora Miller.....	Peoria.....	97.6	Gregg
Thelma Menke.....	Havana.....	97.6	Gregg
Alen Patton.....	Fairbury.....	97.3	Gregg
Faye Livesary.....	Staunton.....	97.3	Gregg
<i>100 word-a-minute dictation</i>			
Ruth Brown.....	Peoria.....	99	Gregg
Kathleen Todd.....	Aurora.....	97	Gregg

## Iowa

## District Shorthand Contest

Mason City, April 30, 1927

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>Novice—50 word-a-minute dictation</i>			
Isadore Tamres.....	Mason City.....	96	Gregg
Julia Meier.....	Mason City.....	93.5	Gregg
<i>Amateur—70 word-a-minute dictation</i>			
Dorothy Von Berg....	Mason City.....	95.7	Gregg
Gladys Hetland.....	Mason City.....	91	Gregg

Storm Lake, April 30, 1927

<i>Novice—50 word-a-minute dictation for 3 minutes</i>			
Helen Elliott.....	Storm Lake.....	90	Gregg
Clarence Haase.....	Sioux Rapids.....	88.5	Gregg
<i>Amateur—70-90 word-a-minute dictation for 3 minutes</i>			
Marjorie Holmes.....	Storm Lake.....	89.5	Gregg
Pearl Kannenberg.....	Storm Lake.....	87	Gregg

## Michigan

## Fifth Annual Upper Peninsula Shorthand Contest

Marquette, May 7, 1927

(Kimball material used. Tests Approximately 3½ minutes in length.)

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>Novice—70 word-a-minute dictation</i>			
Antoinette Bertrand..	Baraga.....	100	Gregg
Sylva Niskanen.....	Painsdale.....	99.7	Gregg
<i>Amateur—100 word-a-minute dictation</i>			
Helmi Hendrickson...	Ishpeming.....	100	Gregg
Clair Anderson.....	Kingsford.....	100	Gregg
Hilda Mackaren.....	Houghton.....	100	Gregg
Ida Nivola.....	Houghton.....	99.7	Gregg

## Minnesota

## Minnesota State High School Commercial Contest

St. Paul, May 21, 1927

NAME	HIGH SCHOOL	PERCENT ACCURACY	SYSTEM
<i>Second Year—100 word-a-minute dictation</i>			
Ethel Shedlor.....	West High, Minneapolis.....	99.2	Scientific
Mildred Zuch.....	Stillwater.....	99	Gregg

## New York

## New York City Gregg Shorthand Teachers' Association Annual Shorthand Contest

New York City, May 21, 1927

NAME	SCHOOL	PERCENT ACCURACY	SYSTEM
<i>80 word-a-minute dictation</i>			
Beatrice Brown.....	Bushwick High, Brooklyn.....	100	Gregg
Edna Dilley.....	Flushing High, New York City.....	100	Gregg
Louis Campo.....	High School of Commerce, New York City.....	100	Gregg
Lillian Bloch.....	Union Hill High, Union City, N. J.....	100	Gregg
Louise Woehr.....	High School of Commerce, Yonkers, N. Y.....	100	Gregg
Mildred Mathews.....	East Orange, N. J., High.....	100	Gregg
Marjorie Purcell.....	Katherine Gibbs School, New York City.....	100	Gregg
Edith Smith.....	Katherine Gibbs School, New York City.....	100	Gregg
Lois Hayes.....	Katherine Gibbs School, New York City.....	100	Gregg
<i>100 word-a-minute dictation</i>			
Rose Mirell.....	Bushwick High, Brooklyn.....	99.9	Gregg
Hazel Campbell.....	Harrison, N. J., High.....	99.6	Gregg

## Schools Submitting Perfect Transcripts

SCHOOL	CITY	PERFECT PAPERS	SYSTEM
Katherine Gibbs School....	New York City.....	18	Gregg
High School of Commerce..	New York City.....	7	Gregg
James Monroe High School.	New York City.....	7	Gregg
Union Hill High School....	Union City, N. J.....	7	Gregg

## Ohio

## Fourth Annual State Contest

Bowling Green, May 7, 1927

NAME	HIGH SCHOOL	PERCENT ACCURACY ON COMBINED TESTS	SYSTEM
<i>Novice Class—two-minute dictations at 50, 60 and 70 words a minute</i>			
Hilda Markworth.....	West Commerce High, Cleveland....	99.85	Gregg
Judith Freeman.....	Stivers High, Dayton.....	98.9	Gregg
<i>Amateur Class—two-minute dictations at 80, 90 and 100 words a minute</i>			
Mary Fairchild.....	Stivers High, Dayton.....	99.47	Gregg
Helen Brabenec.....	West Commerce High, Cleveland....	99.37	Gregg
<i>Championship Class—two-minute dictations at 110, 115 and 120 words a minute</i>			
Vivian Coffey.....	West Commerce High, Cleveland....	100	Gregg
Lucille Koepke.....	West Commerce High, Cleveland....	100	Gregg
Mildred Hurley.....	John Adams High, Cleveland.....	99.14	Gregg

### Pennsylvania Inter-County Shorthand Contest

*East Division, Reading, Pa., May 7, 1927 West Division, Indiana, Pa., May 14, 1927*  
(Rates of speed and grades not reported)

NAME	HIGH SCHOOL	RANK	SYSTEM
<i>First Year</i>			
Dorothy Phelan . . . . .	Etna . . . . .	1 . . . . .	Gregg
Doris Kane . . . . .	Patton . . . . .	2 . . . . .	Gregg
<i>Second Year</i>			
Lillian Dillman . . . . .	Frackville . . . . .	1 . . . . .	Gregg
Elizabeth Barnhart . . . . .	Uniontown . . . . .	2 . . . . .	Gregg
<i>Free-for-all</i>			
Dorothy Black . . . . .	Kittanning . . . . .	1 . . . . .	Gregg
Alice Scheid . . . . .	Etna . . . . .	2 . . . . .	Gregg

### Wisconsin First Radio Shorthand Contest

*Broadcasted by Lincoln High School, Manitowoc, Wisconsin*

*April 11, 1927*

NAME	HIGH SCHOOL	RANK	SYSTEM
<i>80 words-a-minute dictation</i>			
Leona Mahnke . . . . .	Plymouth . . . . .	1 . . . . .	Gregg
Hazel Jorgensen . . . . .	Denmark . . . . .	2 . . . . .	Gregg
<i>100 word-a-minute dictation</i>			
Florence Patterson . . . . .	Depere . . . . .	1 . . . . .	Gregg
Genevieve Jansen . . . . .	Depere . . . . .	2 . . . . .	Gregg

## Typewriting Records

*Winners of first and second places in the first-year typewriting events variously described as "Novice Class," "Beginners," "Junior Typewriting," "Typewriting 1," "Elementary Typewriting," "First-Year Class," etc.*

### Group One First-Year Students

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS A MINUTE
<i>March</i>					
3-25	Southern Illinois District . . . . .	Carbondale . . . . .	Laverne Sloan . . . . .	Harrisburg . . . . .	64
3-25	Southern Illinois District . . . . .	Carbondale . . . . .	Louise Torrens . . . . .	Sparta . . . . .	57
<i>April</i>					
4-30	Montana State . . . . .	Bozeman . . . . .	Mary Breen . . . . .	Bridger . . . . .	61.4
4-29	Southern Idaho District . . . . .	Twin Falls . . . . .	Jack Nunemaker . . . . .	Twin Falls . . . . .	61.2
4-30	Northwest Missouri District . . . . .	Maryville . . . . .	Pete Dietz . . . . .	Maryville . . . . .	61
4-29	Southern Idaho District . . . . .	Twin Falls . . . . .	Adele Osborn . . . . .	Gooding . . . . .	60.88
4-11	North Idaho District . . . . .	Spokane, Wash. . . . .	Donald Rogers . . . . .	Wallace . . . . .	60
4-30	Indiana State . . . . .	Muncie . . . . .	Ola Rogers (a) . . . . .	Mishawaka . . . . .	59.93
4-29	Northeast Missouri District . . . . .	Kirkville . . . . .	Ahad Maitland . . . . .	La Plata . . . . .	59.6
4-30	Indiana State . . . . .	Muncie . . . . .	Dorothy Campbell (b) . . . . .	Evansville . . . . .	59.22
4- District . . . . .	Vincennes, Ind. . . . .		Wilma Harty (b) . . . . .	Evansville . . . . .	59.06
4-30	Northwest Missouri District . . . . .	Maryville . . . . .	Mary Schulte . . . . .	Oregon . . . . .	59
4-29	Colorado State . . . . .	Greeley . . . . .	Charles Kraft . . . . .	Longmont . . . . .	59
4-30	Montana State . . . . .	Bozeman . . . . .	Rosina Cortell . . . . .	Butte . . . . .	58.8
4-23	Jackson County . . . . .	Ashland, Oregon . . . . .	Rosalind Wise . . . . .	Ashland . . . . .	58.27

(a) Single periods. (b) Double periods.

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS A MINUTE
4-	District	Crawfordsville, Ind.	Sadie Brittain (a)	Frankfort	58 2
4-30	Indiana State	Muncie	Virginia Bowers (b)	Marion	57 81
4-30	Indiana State	Muncie	Sadie Brittain (a)	Frankfort	57 53
4- 9	District	Marysville, Calif.	Grace Dixon	Galt	57
4- 6	Tulare County	Visalia, Calif.	Dorothy Crabtree	Tulare	56
4-30	District	Storm Lake, Iowa	Gladys McIntosh	Schaller	55 53
4-	District	Marion, Ind.	Virginia Bowers (b)	Marion	55 3
4-	District	Mishawaka, Ind.	Ola Rogers (a)	Mishawaka	55
4-11	North Idaho District	Spokane, Wash.	Ora Spoor	Bonnars Ferry	54 1
4-23	Merced-Madera Bi-County	Merced, Calif.	Mabel Wells	Turlock	54
4- 1	Utah State	Provo	Beth Christensen	Richfield	54
4- 1	Utah State	Provo	Lewis Darby	Granite	54
4-29	First District	Ft. Smith, Ark.	Merle Pachl	Ft. Smith	53 67
4-	District	New Albany, Ind.	Ethel Utrecht (a)	New Albany	53 3
4-29	Northeast Missouri District	Kirksville	David Richardson	Macon	53 1
4-23	Jackson County	Ashland, Oregon	Frances Gallatin	Ashland	52 40
4-	District	Richmond, Ind.	Mary Wright (b)	Lynn	52 4
4- 9	District	Rapid City, S. Dak.	Ethel Norman	Lead	52 33
4-23	Florida State	Jacksonville	Minnie Berry	St. Augustine	52
4- 1	Utah State	Provo	Lorin Wheelwright	Ogden	52
4-	District	Elwood, Ind.	Ruth Barker (b)	Greentown	52
4-	District	Bloomington, Ind.	Alfred Haislup (a)	Columbus	52
4-	District	Ft. Wayne, Ind.	Bernice Kosis (b)	South Whitley	51 9
4-	District	Crawfordsville, Ind.	Madaline Lane (b)	Colfax	51 6
4-	District	Bloomington, Ind.	Ruth Cox (b)	Franklin	51
4-29	Colorado State	Greeley	Bill Hayden	Greeley	51
4- 9	District	Marysville, Calif.	Euveta Barnes	Durham	50
4-16	Cumberland County	Portland, Maine	Wilma Wildes	Deering	50
4-	District	Whiting, Ind.	Lillian Kuehl (b)	Merrillville	50
4-30	District	Creston, Iowa	Beulah Harris	Creston	49 7
4-	District	Logansport, Ind.	Elizabeth McKnight (b)	Fowler	49 66
4-	District	Indianapolis, Ind.	Frances Driskell (b)	Beech Grove	49
4-	District	Rushville, Ind.	Ruth Rhodes (b)	Cartilage	48 27
4- 9	District	Pierre, S. Dak.	Anna Kirk	Pierre	48 1
4-	District	Logansport, Ind.	Mary Wortley (a)	Rensselaer	47 85
4-	District	Mishawaka, Ind.	Coila Storer (b)	Goshen	47 6
4-30	District	Storm Lake, Iowa	Elizabeth Herron	Alta	47 53
4-30	Hancock County	Ellsworth, Maine	Karin Eliason	Ellsworth	47
4-	District	Ft. Wayne, Ind.	Hazel Drumming (a)	Warsaw	47
4-	District	Michigan City, Ind.	Dorothy Southard (a)	Michigan City	46 98
4-	District	Richmond, Ind.	Pauline Pille (a)	Richmond	46 9
4- 9	District	Rapid City, S. Dak.	Ellen Pearce	Lead	46 8
4-23	Merced-Madera Bi-County	Merced, Calif.	Edith Wuertly	Merced	46
4- 6	Tulare County	Visalia, Calif.	Mabel Reed	Delano	46
4-23	Central Missouri District	Warrensburg	Melita Spillers	Sedalia	45 89
4-23	Central Missouri District	Warrensburg	Edith Land	Warrensburg	45 05
4-23	San Juan District	Durango, Colo.	Helena Sponsel	Durango	45
4-	District	Rushville, Ind.	George Jones (a)	Shelbyville	44 44
4-	District	Elwood, Ind.	Lucy Graebe	Michigantown	44 33
4-30	Berks County	Reading, Pa.	John Criswell	Reading	44
4-23	San Juan District	Durango, Colo.	Katherine Ayers	Durango	44
4- 9	District	Pierre, S. Dak.	Martha Drew	Highmore	42 9
4-	District	Indianapolis, Ind.	Leona Schneider (a)	Greenfield	42 8
4-	District	Muncie, Ind.	Mary Garr (a)	Muncie	42 12
4-	District	Clinton, Ind.	Gladys Ball (a)	Clinton	41 47
4-	District	Whiting, Ind.	Della Fink (a)	Gary	41 2
4- 9	District	Mobridge, S. Dak.	Lorene Rasmussen	Mobridge	40 6
4-29	District	Ft. Smith, Ark.	Jerry Bate	Ft. Smith	40 45
4-30	District	Creston, Iowa	Marjorie Herriott	Bedford	40 2
4-	District	Clinton, Ind.	Harry Dunivan (b)	Perrysville	39
4-	District	Muncie, Ind.	Inez Coon (b)	Kennard	38 69
4-30	Berks County	Reading, Pa.	Elwood Wagner	Reading	37
4- 9	Clark-Skamania	Camas, Wash.	Lorraine Nelson	Yacolt	34 9
4- 9	Clark-Skamania	Camas, Wash.	Helen Russell	Washougal	34 5
4-30	Hancock County	Ellsworth, Maine	Ruth Clark	Castine	32
4-16	Cumberland County	Portland, Maine	Thelma Gribbin	Portland	26
4- 9	District	Mobridge, S. Dak.	Edna Fenske	Mobridge	22 6

## May

5-21	Illinois State	Normal	Louverne Sloan	Harrisburg	70
5-21	Illinois State	Normal	Mary Ware	Hillsboro	69
5- 7	California State	Sacramento	Doris Mueller	Sacramento	68
5- 7	Ohio State	Bowling Green	Dina Diamond	Cleveland	64 94
5-14	Wisconsin State	Whitewater	Verna Schmidt	Tomah	64 4
5-14	Wisconsin State	Whitewater	Laura Cassels	Tomah	63 7
5-13	Michigan State	Kalamazoo	Audrey Harvey (b)	Crosby	63 60
5- 6	Idaho State	Pocatello	Jack Nunemaker	Twin Falls	62 97

(a) Single periods. (b) Double periods.



DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS
					A MINUTE
5-6	Idaho State	Pocatello	Albert Kosanke	American Falls	62.76
5-21	Minnesota State	St. Paul	Ruth Thompson	St. James	62.7
5-21	Minnesota State	St. Paul	Josephine Lohmer	Stillwater	61.6
5-7	Ohio State	Bowling Green	Viola Rubb	Archbold	61.22
5-7	Michigan Upper Peninsula	Marquette	Joseph Van Riper	Champion	61.1
5-7	California State	Sacramento	Genevieve Eichenberger	Elk Grove	61
5-14	Arizona State	Phoenix	Vivian Ward	Phoenix	60
5-14	Essex County	Lawrence, Mass.	William Pitcher	Marblehead	59.7
5-14	Essex County	Lawrence, Mass.	Anna Nielson	Haverhill	56.6
5-7	Michigan Upper Peninsula	Marquette	Agnes Wealton	St. Patrick's, Hancock	56.4
5-13	Michigan State	Kalamazoo	Agnes Wealton	St. Patrick's, Hancock	55.73
5-7	Oklahoma Interscholastic	Stillwater	Rozella Bridgman	Bartlesville	54.2
5-14	Arizona State	Phoenix	Raymond Clark	Phoenix	54
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Alfred Bieber	Eureka	53.5
5-7	Oklahoma Interscholastic	Stillwater	William Richards	Woodward	53.2
5-7	District	East Peoria, Ill.	Ruth Bierbaum	Minier	52
5-7	District	East Peoria, Ill.	Evelyn Hart	Chillicothe	51
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Shirley Kilpatrick	Sioux Falls	50.1
5-7	District	Boone, Iowa	Catherine Dunlap	Jefferson	48.8
5-7	Penobscot County	Bangor, Maine	Margaret Colpitts	Bangor	47.8
5-7	District	Boone, Iowa	Evelyn Morain	Jefferson	44.6
5-7	Penobscot County	Bangor, Maine	Marie Straw	Old Town	37.8

### June

6-4	New Jersey State	Elizabeth	Eleanor Mikus	West New York	57
6-4	New Jersey State	Elizabeth	Hazel Alexander	Linden Junior	52

## Group Two

### Novice Class—Private Schools

DATE	CONTEST	PLACE	NAME	SCHOOL	NET WORDS A MINUTE
April					
4-23	Florida State	Jacksonville	Ruby Nance	Florida Bus. Univ.	50
May					
5-7	California State	Sacramento and Los Angeles	Helen Kieft	Armstrong School of Business, Berkeley	61
5-7	California State	Sacramento and Los Angeles	Alden Wilson	Armstrong School of Business, Berkeley	55
5-21	Wisconsin Private Commercial Schools	Fond du Lac	Margaret Carpenter	Madison College	50.5
5-21	Wisconsin Private Commercial Schools	Fond du Lac	Lester Blumer	Madison College	44.6

## Group Three

### Advanced Class—Private Schools

HIGHER CLASS PRIVATE SCHOOLS					NET WORDS A MINUTE
DATE	CONTEST	PLACE	NAME	SCHOOL	
May					
5-21	Wisconsin Private Commercial Schools.....	Fond du Lac.....	Roberta Brooks.....	Wis. Com'l Acad., Milwaukee.....	63.5
5-21	Wisconsin Private Commercial Schools.....	Fond du Lac.....	Gertrude Zitelman.....	Wausau Bus. Inst.	61.5

## Group Four Second-Year Students

*Winners of first and second places in the second-year typewriting events, variously described as "Amateur," "Typewriting II," "Advanced Typewriting," "Senior Typewriting," and "Second-Year Typewriting"*

*In this group the contestants began the study of typewriting in September, 1925, and as far as we are able to tell from the reports, have had less than 400 class hours of instruction.*

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS A MINUTE
<b>March</b>					
3-25	Southern Illinois District	Carbondale	Mildred Thompson	Harrisburg	69
3-25	Southern Illinois District	Carbondale	Audrey Montgomery	Sparta	59
<b>April</b>					
4-11	North Idaho District	Spokane, Wash.	Ethyl Bliss	Bonnars Ferry	84.9
4-30	Indiana State	Muncie	Mildred Siebe (b)	Evansville	82.41
4-30	Indiana State	Muncie	Edna Metzger (b)	Evansville	82.17
4-	District	Vincennes, Ind.	Mildred Sieve (b)	Evansville	79.86
4-30	Montana State	Bozeman	Esther Crestetto	Butte	76.2
4-30	Montana State	Bozeman	Val Robertson	Whitefish	75
4-29	Northeast Missouri District	Kirksville	Theodore Bowen	La Plata	74.2
4-	District	Clinton, Ind.	William Fenoglio (b)	Clinton	73.8
4-23	Merced-Madera Bi-County	Merced, Calif.	Evelyn Greenley	Turlock	73
4-30	Indiana State	Muncie	Rosemary Regula (a)	Mishawaka	71.97
4-11	North Idaho District	Spokane, Wash.	Sylva Olds	Bonnars Ferry	70.8
4-	District	Crawfordsville, Ind.	Edna Biery (a)	Frankfort	70.7
4-	District	Marion, Ind.	Vera Wilson (b)	Marion	69.6
4-30	District	Creston, Iowa	Phyllis Cole	Creston	69.4
4-	District	Mishawaka, Ind.	Rosemary Regula (a)	Mishawaka	69
4-	District	Logansport, Ind.	Floy Sample (b)	Logansport	68.20
4-29	Colorado State	Greeley	Oral C. Lütener	Greeley	68
4-9	District	Pierre, S. Dak.	Heather Douglas	Highmore	67.2
4-6	Tulare County	Visalia, Calif.	Elsie Evers	Visalia	67
4-23	Merced-Madera Bi-County	Merced, Calif.	Lena Worcester	Turlock	67
4-1	Utah State	Provo	Wilma Boyle	Brigham Young Univ.	67
4-	District	Rushville, Ind.	Frances Wilson	Shelbyville	66.66
4-9	District	Marysville, Calif.	Helen Del Pero	Yuba City	66
4-30	Indiana State	Muncie	George Ham (a)	Michigantown	65.87
4-30	District	Storm Lake, Iowa	Marjorie Holmes	Storm Lake	65.73
4-	District	Elwood, Ind.	George Ham (a)	Michigantown	65
4-	District	Indianapolis, Ind.	Katherine Hamilton (a)	Danville	64.9
4-1	Utah State	Provo	Dorothy Coons	Richfield	64
4-30	Northwest Missouri District	Maryville	Darroll Boeppler	Maryville	64
4-29	Colorado State	Greeley	Violet Chandler	Greeley	64
4-29	Southern Idaho District	Twin Falls	Lora Willis	Rupert	63.9
4-29	Southern Idaho District	Twin Falls	Edith Johnson	Twin Falls	63.9
4-9	District	Marysville, Calif.	Irma Brandstatt	Yuba City	63
4-29	Southern Idaho District	Twin Falls	Florence Foutz	Burley	62.9
4-29	Northeast Missouri District	Kirksville	Letha Boulton	Atlanta	60.79
4-29	Northeast Missouri District	Kirksville	Virginia Becker	Hannibal	60.77
4-	District	Ft. Wayne, Ind.	Gretchen Hubner (a)	Bluffton	60.7
4-	District	Bloomington, Ind.	Marie Routon (a)	Bloomington	59.6
4-30	Northwest Missouri District	Maryville	Mildred Sandison	Maryville	59.2
4-6	Tulare County	Visalia, Calif.	Ruby Gibson	Visalia	59
4-23	Central Missouri District	Warrensburg	Mary Sweeney	Jefferson City	58.06
4-	District	Marion, Ind.	Viola Kierstead (a)	Jonesboro	57.6
4-	District	Whiting, Ind.	Geraldine Muffitt (b)	Whiting	57.2
4-	District	Crawfordsville, Ind.	Lucile Parnell (b)	Darlington	57
4-30	District	Creston, Iowa	Helen Bauer	Corning	56.8
4-30	District	Storm Lake, Iowa	Charlotte Castle	Alta	56.2
4-	District	Logansport, Ind.	Mary Strassberger	Oxford	55.60
4-9	District	Rapid City, S. Dak.	Florence Gasson	Deadwood	55.4
4-9	District	Rapid City, S. Dak.	Leona Duster	Rapid City	55.3
4-	District	Mishawaka, Ind.	Ethel Bickel (b)	Bristol	55.1
4-30	Berks County	Reading, Pa.	Alice Moran	Reading	54
4-	District	Michigan City, Ind.	Eunice Bailey (a)	Valparaiso	53.9
4-	District	Richmond, Ind.	Gladys Drysdale (a)	Richmond	53
4-	District	Crawfordsville, Ind.	Lucile Parnell (b)	Darlington	57
4-23	Jackson County	Ashland, Oregon	Edwin Andren	Medford	52.33
4-23	Jackson County	Ashland, Oregon	Janey Walker	Ashland	52
4-30	Berks County	Reading, Pa.	Max Hindin	Reading	51
4-	District	Richmond, Ind.	Thelma Franklin (b)	Spiceland	50.7
4-23	San Juan District	Durango, Colo.	Mary Valentine	Durango	50
4-23	Central Missouri District	Warrensburg	Albert Bybee	Sedalia	49.9
4-	District	Ft. Wayne, Ind.	Lucile Milholland (b)	Lancaster	49.5
4-30	Hancock County	Ellsworth, Maine	Mildred Clark	Castine	49

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS
					A MINUTE
4-9	District	Pierre, S. Dak.	Esther Lovell	Highmore	48.8
4-	District	New Albany, Ind.	John Shipley (a)	Madison	48.6
4-16	Cumberland County	Portland, Maine	Dorothy Armstrong	Portland	48.4
4-9	Clark-Skamania	Camas, Wash.	Edna Dahl	Skamania	48.4
4-	District	Indianapolis, Ind.	Elizabeth Servies (b)	Noblesville	48
4-16	Cumberland County	Portland, Maine	Minerva Means	Freeport	47.8
4-9	Clark-Skamania	Camas, Wash.	Benjamin Harbinski	Camas	46.33
1-23	Florida State	Jacksonville	William Amos, Jr.	Duval	46
1-	District	Whiting, Ind.	Dorothy Thompson (a)	East Chicago	46
1-	District	Bloomington, Ind.	Sue Armstrong (b)	Masonic Home	43.31
4-9	District	Mobridge, S. Dak.	Lulu Nelson	Mobridge	42.2
4-23	Florida State	Jacksonville	Mildred Cuppett	Duval	42
4-23	San Juan District	Durango, Colo.	George Reed	Dolores	42
4-30	Hancock County	Ellsworth, Maine	Sylvia Cushman	Ellsworth	40
4-9	District	Mobridge, S. Dak.	Agnes Nutter	Mobridge	36.3

### May

5-7	California State	Los Angeles	Evelyn Mingus	Coalinga	86
5-7	Upper Peninsula	Marquette, Mich.	Violet Verville	St. Patrick's, Hancock	83.7
5-7	California State	Los Angeles	Marie Newell	Colton	79
5-21	Illinois State	Normal	Charles Hamilton	Glenbard	78
5-13	Michigan State	Kalamazoo	Violet Verville	St. Patrick's, Hancock	76.73
5-7	Ohio State	Bowling Green	Lucile Koepke	Cleveland	76.42
5-21	Illinois State	Normal	Vera Baker	Kankakee	76
5-7	Ohio State	Bowling Green	Virginia Dick	Cleveland	75.06
5-21	Minnesota State	St. Paul	Doris Whitecher	North St. Paul	74.8
5-21	Minnesota State	St. Paul	Margaret Wesily	Owatonna	70.2
5-6	Idaho State	Pocatello	Fern Heilesen	Idaho Falls	69.58
5-6	Idaho State	Pocatello	Naomi Beckman	Pocatello	69.3
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Helen Blankenberg	Fedora	68.5
5-14	Wisconsin State	Whitewater	Lucile Dunsmoor	Markesan	68.5
5-7	South Dakota District	Aberdeen, Mitchell and Deadwood	Dorothy Berdahl	Sioux Falls	68.2
5-14	Arizona State	Phoenix	Joseph Moffitt	Phoenix	68
5-13	Michigan State	Kalamazoo	Elsie Mallinger	Benton Harbor	67.27
5-14	Arizona State	Phoenix	Ida Frances	Phoenix	67
5-14	Wisconsin State	Whitewater	Joyce Wadmond	Delavan	66.6
5-7	Upper Peninsula	Marquette, Mich.	Mary Strack	Kingsford	64.8
5-7	Oklahoma Interscholastic	Stillwater	Helen May	Cuthrie	62
5-7	Oklahoma Interscholastic	Stillwater	Marjorie Harris	Cuthrie	61
5-7	District	Boone, Iowa	Elizabeth Yates	Perry	55.3
5-14	Essex County	Lawrence, Mass.	Helen Fila	Haverhill	55
5-7	District	Boone, Iowa	Bessie Torrence	Marshalltown	55
5-7	District	East Peoria, Ill.	Marguerite Westfall	Chillicothe	55
5-7	Penobscot County	Bangor, Maine	Gladys Higgins	Dexter	53.4
5-14	Essex County	Lawrence, Mass.	Mildred Finley	Danvers	53
5-7	District	East Peoria, Ill.	Myra Bradshaw	Univ. High	53
5-14	Wisconsin State Vocational	Whitewater	Leone Schoenleben	Racine	52.3
5-7	Penobscot County	Bangor, Maine	Elsie Kenny	Bangor	52.1
5-14	Wisconsin State Vocational	Whitewater	Rocille Brandt	Fond du Lac	50.2
5-7	Somerset County	Pittsfield, Maine	Ardis Hunter	Pittsfield	48
5-7	Somerset County	Pittsfield, Maine	Arietta Littlefield	Pittsfield	38

### June

6-4	Massachusetts State	Boston	Janet Cadoury	Webster	58
6-4	Massachusetts State	Boston	Mary Collins	Medford	57

### Group Five Unlimited

Winners of first and second places in the "Free-for-all" events, variously reported as "Amateur," "Unlimited," etc.

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS
					A MINUTE
5-21	Illinois State	Normal	Dorothy Chatterton	Wheaton	84.4
4-1	Utah State	Provo	Max Bee	Provo	84
5-21	Illinois State	Normal	Esther Bruhns	Palatine	81.9
4-30	Indiana State	Muncie	Mildred Akey	Decatur	81.61
4-9	District	Marysville, Calif.	Harriett Ladd	Calt	78
5-6	Idaho State	Pocatello	Lena Krug	Univ. of Idaho	77.89
4-30	Indiana State	Muncie	Vera Boxell	Marion	77.53
5-7	Ohio State	Bowling Green	Elza Cook	Portsmouth	76.74
5-7	Penobscot County	Bangor, Maine	Carl Delano	Bangor	76.5
4-23	Merced-Madera Bi-County	Merced, Calif.	Virginia Bostrom	Turlock	76

DATE	CONTEST	PLACE	NAME	HIGH SCHOOL	NET WORDS A MINUTE
4-1	Utah State	Provo	Clyde Sandgren	Provo	75
5-7	Ohio State	Bowling Green	Florence Robejsek	Cleveland	74 05
4-23	Merced-Madera Bi-County	Merced, Calif.	Elsie Pierron	Turlock	74
6-4	New Jersey State	Elizabeth	Rose Kedersha	Union Hill	73
5-6	Idaho State	Pocatello	Fern Glick	Univ. of Idaho	71 98
5-7	Oklahoma Interscholastic	Stillwater	Harriett Shroeder	Ada	71
4-9	District	Marysville, Calif.	Mabel Wiest	Marysville	70
5-13	Michigan State	Kalamazoo	Gladys Baumann	Lansing	69.47
6-4	New Jersey State	Elizabeth	Donald Hardick	West New York	69
4-30	District	Mason City, Iowa	Clarence Odden	Lake Mills	65.5
5-7	Penobscot County	Bangor, Maine	Verna Jennings	Bangor	65
6-4	Massachusetts State	Boston	Lillian Gadowry	Webster	65
5-13	Michigan State	Kalamazoo	Gladys Strewing	Wyandotte	63 13
5-7	Upper Peninsula	Marquette, Mich.	Vivian Molle	Stambaugh	61 9
5-7	Upper Peninsula	Marquette, Mich.	Lowell Sorenson	Marquette	61 6
4-30	District	Mason City, Iowa	Ethel Franks	Mason City	61.4
6-4	Massachusetts State	Boston	Vernice Richardson	Braintree	61
5-7	District	East Peoria, Ill.	Myrle Neff	East Peoria	61
5-7	Oklahoma Interscholastic	Stillwater	Lochie Taylor	Ada	59
5-7	District	East Peoria, Ill.	Marguerite Westfall	Chillicothe	55
4-23	Central Missouri District	Warrensburg	Norman Chaffee, Jr.	Marshall	54 9
4-30	Hancock County	Ellsworth, Maine	Pauline Hamor	Bar Harbor	50
4-30	Hancock County	Ellsworth, Maine	Catherine Leach	Castine	49
4-16	Cumberland County	Portland, Maine	Mary McCarthy	Portland	48.3
4-30	Berks County	Reading, Pa.	Stella Kolb	Boyetown	43
4-16	Cumberland County	Portland, Maine	Mildred Kalloch	Portland	41
4-30	Berks County	Reading, Pa.	Oscar Venzke	Boyetown	40

## Miscellaneous

*Because of Organization, Method of Grading, Test Material Used, etc., these contests could not be included in the General Summaries.*

## Canada

### Sixth Annual Canadian Typewriting Championship

April 2, 1927

DISTRICT	NAME	SCHOOL	NET RATE
<i>Senior Championship, Unlimited</i>			
Toronto	James MacNelly	Shaw's Dover Court	76.3
	Shirley Grant	Orde Model School	75.5
Victoria	Alice Muriset	Sprott-Shaw and St. Ann's	78
	Irene Plowman	Sprott-Shaw	75
Vancouver	Marjorie Hobbs	Britannia High	84.2
	Thomas Alsbury	West Van High	82.4
Brockville	Vada Shaffer	Brockville Business College	52
	Harvey Reddington	Brockville Business College	47
Winnipeg	Ann Kreutzer	Success Business College	*86
	Louis David	Success Business College, Regina	84
Calgary	Muriel Anderson	Garbutt Business College	*86
	Annie Austin	Garbutt Business College	78
London	Lucy Harding	London Business Institute	77
	Laura Rymill	London Collegiate Institute	66
<i>Intermediate Championship—Second-Year Students</i>			
Toronto	Armand Chartrain	Foster Business College	*87
	Arthur Lawrence	Shaw's Deer Park	80
Victoria	Bertha Costley	Sprott-Shaw	56
	Mona MacDonald	Victoria High	56
Vancouver	Florence Orr	Sprott-Shaw	72
	Marjorie Whaley	Sprott-Shaw	70.8

\* All-Canadian Championship for this class

DISTRICT	NAME	SCHOOL	NET RATE
Brockville.....	Helena Hinton.....		63
	Clifton Selleck.....		58
Winnipeg.....	Annie Shreiber.....	Success Business College.....	73
	Margaret Kellough.....	Success Business College.....	61
Calgary.....	Susie Lachter.....	Garbutt Business College.....	58
	Jennie Beardsworth.....	Mt. Royal College.....	50
London.....	Charlotte Grassick.....	London Business Institute.....	50
	Gertrude Wallis.....	London Business Institute.....	38

*Novice Championship—First-Year Students*

Toronto.....	Mary Mott.....	Robinson Business College.....	59
	Phyllis McGahey.....	Dominion Business College.....	58
Victoria.....	Evelyn Neate.....	Sprott-Shaw.....	*71
	Dorothy Greenwood.....	Sprott-Shaw.....	52
Vancouver.....	D. Colpitts.....	High School of Commerce.....	66.4
	V. M. Campbell.....	High School of Commerce.....	58.2
Brockville.....	Elsie Keniston.....		63
	Ora Warren.....		59
Winnipeg.....	Chrissie Bromley.....	Dominion Business College.....	62
	Ruby Belyea.....	Manitoba Business College.....	53
Calgary.....	Mary Sartoris.....	Garbutt Business College.....	61
	Ruby Hutton.....	Hollingshead Commercial College.....	49
London.....	Nora Campbell.....	Northern Business College.....	50
	Myrtle Good.....	Kitchener Collegiate Institute.....	49

\* All-Canadian Championship for this class.

## Pennsylvania

### Inter-County Typewriting Contest

*East Division, Reading, Pa., May 7, 1927*

*West Division, Indiana, Pa., May 14, 1927*

*(Rates of speed not reported)*

NAME	CITY	RANK
<i>First Year</i>		
John Criswell.....	Reading.....	1
Frances Pringle.....	Punxsutawney.....	2
<i>Second Year</i>		
Martha Strohman.....	Etna.....	1
Lillian Pifer.....	Bradford.....	2
<i>Free-for-all</i>		
Eleanore Kiehl.....	Irwin.....	1
Dorothy Holliday.....	Etna.....	2

## World's School Novice Typewriting Championship

Open to all students who had not studied typewriting prior to

August 1, 1915

*New York City, October 18, 1926*

NAME	CITY AND STATE	NET RATE
Hilda Dehl.....	Casey, Ill.....	76
Freda Wollard.....	Tucson, Ariz.....	72
Martha Siler.....	Raymond, Wash.....	70



## *Standard Gregg Tests* *and* *National Shorthand Reporters' Association Rules*

AS an aid to further standardization, The Gregg Publishing Company will furnish suitable contest material, in printed form, to all contest committees who may wish to make use of this service. Standardized tests have been prepared as follows:

1. Material—Average literary matter.
2. Length of tests—Five minutes.
3. Rates of speed—60, 70, 80, 90, 100, 110, and 120 words a minute.
4. Rules for rating—Rules governing the National Shorthand Reporters' Association Speed Contest.

These standardized tests, put up in sealed envelopes, may be obtained by any contest committee upon application to any of our offices, located at New York, Chicago, Boston, San Francisco and Toronto. Two sets of the tests are provided—one set to be used in local, county, district, or elimination contests, and a second set to be used for state or final contests.

A copy of the rules for rating and a special form of report blank will accompany each set of tests.

### *Published Reports*

As a basis for comparative study, all shorthand and typewriting reports for the year 1928 will be published in the *American Shorthand Teacher* for October, 1928.

### *Rules for Making Reports*

If the contests are to be reported in the *American Shorthand Teacher*, reports should be made on the special report blanks prepared for this purpose. Owing to the great number of contests each year, the *American Shorthand Teacher* must limit its report to a summary of each event, the summary to include the names of the winners of first and second places.

### *N. S. R. A. Rules for Correcting Shorthand Contest Transcripts*

1. One error shall be marked for the omission, insertion, or transposition of a word.
2. An error in spelling or typewriting shall not be charged against the contestant.
3. Hyphenated compound words shall be considered as two words or more, as the case may be. A mistake on one word of the compound shall constitute only one error.
4. Figures are counted as they would be read—"38" is counted as two words. A mistake on one of the figures, therefore, shall constitute but one error. "1923" (nineteen hundred twenty-three) is counted as four words. The writing of "1922" for "1923" should be one error only. The writing of "1823" for "1923" should be similarly, one error. The writing of "1819" for "1923" should be three errors; and if every figure were wrong in the date, four errors should be charged.
5. Errors are not charged both for the transcribing of wrong words and for the insertion of others on the same construction. For instance, the checker should count the number of words incorrectly transcribed and that will be the total of errors on that construction; but if the number of incorrect words the student transcribes on a particular construction exceeds the number of those he should have transcribed, he is charged always with the greater number. For instance, if he wrote "Secretary of State" for "the State," he should be charged two errors. It will be seen that he has properly transcribed "state," the only errors being the transcription of "secretary of" for "the," and he is charged with the greater number,

which is two. Similarly, if in a wrong transcription the words he supplies are less than the copy, he is charged with the greater number. Care should be exercised in not charging him for a word correctly transcribed, although words on either side of it may be subject to error.

6. Time allowed for transcribing should be:

60 words a minute—45 minutes
70 words a minute—45 minutes
80 words a minute—45 minutes
90 words a minute—55 minutes
100 words a minute—1 hour
110 words a minute—1 hour
120 words a minute—1 hour

7. Ninety-five per cent accuracy shall be considered qualifying. Transcripts with more than 5 per cent of errors shall be disqualified. The maximum number of errors allowed to each "take" are as follows:

60 words a minute—15 errors
70 words a minute—17 errors
80 words a minute—20 errors
90 words a minute—23 errors
100 words a minute—25 errors
110 words a minute—27 errors
120 words a minute—30 errors

## Important

8. The percentage of accuracy is found by subtracting the number of errors in the transcript from the total number of words dictated and dividing the remainder by the total number of words dictated. For instance: If in a 5-minute test at 100 words a minute (500 words) a contestant makes 5 errors, his percentage of accuracy is 99%.



## Photographing the Blackboard

(Concluded from page 50)

dium (neither white nor dark), this table of exposure should give you a satisfactory picture. If the walls are absolutely white and the lighting is very bright, you can cut down by half on this table. If the color tones are dark, you can double the exposure.

We suggest that you make your exposure according to the table as given, and then, if you do not get a satisfactory picture, the people developing it can tell you whether you require more or less exposure; then you can take a film of six pictures and experiment with various timings. Out of the six you ought to get a good photograph—if you have followed directions.

### Protect the Lens from Direct Light

One word more: If you are using light that falls from the side, be sure that there are no direct rays striking the lens of the camera. Draw the shade on the window if you can do so without marring your general

lighting effect; if you have to keep the shade open to secure the best lighting, then hold your hand or a piece of cardboard to the side and a bit to the front of the camera to protect the lens from the direct rays.

### Have Gloss Prints Made

Another word: When ordering your developing done, have your prints made with a glossy finish. This finish brings out details best.

Here's wishing you luck both in your specimen and your photography!

### Let the Camera Show You Up!

Oh, yes, another word: Good firm outlines on the blackboard will be a distinct aid to amateur photography.

All set, now, for the Teachers' Blackboard Contest. Let's go over big!

# DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

## *Theodore Roosevelt*

He was found faithful over a few things and he was made ruler over many; he cut his own trail<sup>20</sup> clean and straight and millions followed him toward the light. He was frail; he made himself a lion of courage.<sup>40</sup> He was a dreamer; he became one of the great doers of all time. Men put their trust in him;<sup>60</sup> women found a champion in him; kings stood in awe of him, but children made him their playmate. He broke<sup>80</sup> a nation's slumber with his cry and it rose up. He touched the eyes of blind men with a flame<sup>100</sup> and gave them vision. Souls became swords through him; swords became servants of God. He was loyal to his country<sup>120</sup> and he exacted loyalty; he loved many lands, but he loved his own land best. He was terrible in battle,<sup>140</sup> but tender to the weak; joyous and tireless, being free from self-pity; clean with a cleanness that cleansed the<sup>160</sup> air like a gale. His courtesy knew no wealth, no class; his friendship, no creed or color or race. His<sup>180</sup> courage stood every onslaught of savage beast and ruthless man, of loneliness, of victory, of defeat. His mind was eager,<sup>200</sup> his heart was true, his body and spirt, defiant of obstacles, ready to meet what might come. He fought injustice<sup>220</sup> and tyranny; bore sorrow gallantly; loved all nature, bleak spaces and hardy companions, hazardous adventure and the zest of battle.<sup>240</sup> Wherever he went he carried his own pack; and in the uttermost parts of the earth he kept his conscience<sup>260</sup> for his guide. (263)—*A Resolution drafted by Hermann Hagedorn, and adopted by the National Council of the Boy Scouts of America.*

## *The Secretarial-Stenographer*

*Defined by the Curtis Publishing Company, Philadelphia*

**REQUIREMENTS:** A woman with high-grade stenographic ability, taking dictation in shorthand and transcribing it on the typewriter; must be<sup>20</sup> able to handle correspondence as indicated by her manager without detailed dictation; must be able to meet, interview, and handle<sup>40</sup> visitors tactfully and diplomatically and make appointments either in person or by 'phone; must be thoroughly familiar with general office<sup>60</sup> practice, such as filing, preparation of reports, collecting information for executive action; must have a sense of organization and ability<sup>80</sup> to systematize work; should be thoroughly familiar with customs of

business; should have a good memory for details; must be<sup>100</sup> willing to study the particular need and temperament of her manager and be able to adapt herself loyally to his<sup>120</sup> requirements both business and personal; must have pleasing appearance and personality, cheerful, unobtrusive, willing, and close-mouthed; must have good<sup>140</sup> health and keep reliable attendance. (145)

## *The Acid Test*

*From "Page Mr. Tutt," by Arthur Train*

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(Continued from the September issue)

For a week John McGunnigle had sat on his cot<sup>1880</sup> in the Tombs watching his fellow prisoners tramping up and down the corridor outside. He had no regrets. He had<sup>2000</sup> needed the money to save his daughter's life, and he would have done the same thing over again no matter<sup>2020</sup> what the outcome. He hardly dared hope for a suspended sentence. But, even so, his life was nearly over anyway.<sup>2040</sup> He might as well spend the rest of it in one place as another. And Lucy, his daughter, had already<sup>2060</sup> written that she was feeling much better.

Now once more he stood at the bar of justice prepared to carry<sup>2080</sup> out to the letter his contract with the devil. The court room was much more crowded than on the occasion<sup>2100</sup> of his first arraignment. All the seats inside the rail were occupied, a group of reporters with sheaves of yellow<sup>2120</sup> paper in their hands sprawled at the oaken table just behind him, and Nemesis, in the form of that gaunt<sup>2140</sup> old lawyer Ephraim Tutt, was sitting in front of the jury-box in the place usually occupied by the prosecutor.<sup>2160</sup>

"People versus McGunnigle—for sentence," called out Mr. Dollar.

The judge took up the bundle of papers lying before him.<sup>2180</sup>

"Have you found out anything which would have a bearing upon the sentence, Mr. Tutt?" asked Judge Barker.

Mr. Tutt<sup>2200</sup> uncoiled himself and stood up. "I should like to recall Mr. Schlemmer of the firm of Haecklemeyer, Schlemmer and Bintz<sup>2220</sup>—the complainants—for a moment."

"All right. You may recall him.—Is Mr. Schlemmer in court? Step up here, please!"<sup>2240</sup>

Mr. Schlemmer, carrying a silk-lined overcoat and a gold-headed cane and still in his

prevailing note of pink,<sup>2200</sup> bowed his way to the witness-chair.

"Good morning, judge," he said, carefully depositing his habiliments on the steps of<sup>2280</sup> the dais. "Good morning, Mr. Tutt."

Mr. Tutt made obeisance.

"Good morning, Mr. Schlemmer. I trust you are in good<sup>2800</sup> health this morning?"

"Thank you, yes. Same to you!"

"Well, you can cut out the *politesse*," grumbled his honor. "What<sup>2820</sup> do you want to ask Mr. Schlemmer about? Go ahead with your questions."

Mr. Tutt unfolded the indictment.

"Your honor<sup>2840</sup> will remember that the charge of forgery in this case is based on a check for six thousand dollars drawn<sup>2860</sup> to the order of 'The Yucatan Trading Co.,' and signed by Haecklemeyer, Schlemmer and Bintz, of which the gentleman upon<sup>2880</sup> the witness-chair is a member. It is dated July 1, 1925."

"I remember the facts," said<sup>2400</sup> Judge Barker rather impatiently, for he had had a bad night.

"It is indorsed 'The Yucatan Trading Co. by H.<sup>2420</sup> F. Wiltshire, Pres't,' which Mr. Wiltshire claims is a forgery. The back of the check bears a rubber cancellation-stamp<sup>2440</sup> reading:

'Received Payment  
through New York Clearing House  
Prior indorsement guaranteed  
July 5, 1925.  
Cottonseed National Bank  
61 Broadway, New York City  
James C. Farr, Cashier.';

and the perforated cancellation of the Colophon Trust Company, the bank upon which the check was originally drawn and<sup>2460</sup> where it was charged against the account of Haecklemeyer, Schlemmer and Bintz."

"Yes, we all understand that," said Barker. "What<sup>2480</sup> are you leading up to?"

"Simply to this." Mr. Tutt laid the indictment on the edge of the dais. "My<sup>2500</sup> clients, the National Surety Company of New York, have been obliged, under their bond, to pay Haecklemeyer, Schlemmer and Bintz<sup>2520</sup> the sum of six thousand dollars to recoup the firm's account at the Colophon Trust Company. They did this immediately<sup>2540</sup> upon receiving notice from Mr. Schlemmer that the check was a forgery, and a supporting affidavit to that effect from<sup>2560</sup> Mr. Wiltshire. That is the way they do their business. But they naturally succeeded to whatever remedies Haecklemeyer, Schlemmer and<sup>2580</sup> Bintz may have had against the bank which honored the check in the first place, and thus they would appear<sup>2600</sup> to have a perfectly good action against the Cottonseed National which, according to the cancellation stamp, cashed the check on<sup>2620</sup> July third for some one who impersonated Mr. Wiltshire and forged his signature to the indorsement."

"That all seems rather<sup>2640</sup> elementary, Mr. Tutt," remarked the judge. "I don't see what your client's theoretical remedies have to do

with whether or<sup>2660</sup> not I shall sentence this defendant to state's prison at hard labor."

"I crave your honor's patience." Mr. Tutt turned<sup>2680</sup> to the witness. "You say the defendant admitted forging this check, practically as soon as you accused him of it?"<sup>2700</sup>

"Yes—almost immediately."

"Do you recall the date?"

Mr. Schlemmer sought assistance from the ceiling.

"Let me see!—Mr. Wiltshire<sup>2720</sup> came over to see us about the check on January eleventh and we charged McGunnigle with the forgery that same<sup>2740</sup> afternoon."

"Thank you.—Now you say that he had been trying to borrow five thousand dollars from you?—When was<sup>2760</sup> that?"

"Around the end of December of last year."

"Was that the first time he had asked for money, so<sup>2780</sup> far as you know?"

"So far as I know."

"Did you, when he confessed to the crime, immediately have him<sup>2800</sup> arrested?"

"Do you mean did I send out for a policeman then and there?"

Mr. Tutt smiled.

"Take it as<sup>2820</sup> you choose."

Mr. Schlemmer wrinkled his brows.

"I sent for Bill Barnhart of the surety company, and he came right<sup>2840</sup> down and picked up Wiltshire on the way. Barnhart tried unsuccessfully to get McGunnigle to talk. Then he took Wiltshire's<sup>2860</sup> affidavit as to the indorsement being a forgery and—"

"And then you telephoned Headquarters, and Detective Mulligan and you accompanied<sup>2880</sup> McGunnigle to the Tombs?"

"That's about it."

"Quick work, wasn't it?"

"Pretty quick, I guess," admitted Mr. Schlemmer.

"That was<sup>2900</sup> all on the afternoon of January eleventh, wasn't it?"

"Yes."

"When were you reimbursed by the surety company?"

"A couple<sup>2920</sup> of days later, I think."

Mr. Tutt turned over the leaves of the indictment.

"I call attention, your honor, to<sup>2940</sup> the fact that this defendant was arrested and arraigned in the Magistrate's Court on January eleventh, waived examination the same<sup>2960</sup> day, was indicted by the Grand Jury on the twelfth, pleaded guilty on the thirteenth, and was arraigned for sentence<sup>2980</sup> on the fifteenth—when I first came into the case—all within four days. It is now only the twenty<sup>3000</sup>, second of January—eleven days from the arrest."

The judge lifted his head.

"How's that?" he inquired.

There was a<sup>3020</sup> rustle from the reporters' table. Had old Tutt got hold of something?

"I said in effect, your honor, that this<sup>3040</sup> comparatively insignificant defendant enjoys the remarkable distinction of having been indicted and brought to pleading after his ar-

rest sooner, so<sup>3080</sup> far as I am aware, than any other criminal on record."

"I don't see that that reflects anything but credit<sup>3080</sup> upon the administration of criminal justice," replied Judge Barker. "McGunnigle has nothing to complain of in that respect. On the<sup>3100</sup> contrary, he is the gainer by it. He might have lain over in the Tombs a couple of weeks before<sup>3120</sup> getting indicted—and it would not have counted on his sentence."

"True!" returned Mr. Tutt. "I have always said that<sup>3140</sup> that was one of the greatest abuses of our modern system. I—"

"We are not here to listen to dissertations<sup>3160</sup> on the administration of the law," admonished Judge Barker, who liked to show his importance. "Please get to the point!"<sup>3180</sup>

"I am at it!" returned Mr. Tutt with dignity.—"Mr. Schlemmer, did anybody explain to McGunnigle that if he pleaded<sup>3200</sup> guilty it would facilitate the collection of Haecklemeyer, Schlemmer and Bintz's claim against the surety company?"

Mr. Schlemmer's manner lost<sup>3240</sup> something of its amiability.

"I don't remember. Very likely. Naturally, I told McGunnigle that the easier he made it for<sup>3240</sup> us, the easier we would make it for him."

"Exactly!—And you had not the slightest doubt but the indorsement<sup>3280</sup> was a forgery?"

"None.—I was sure of it."

"How?"

"Mr. Wiltshire said it wasn't his signature and McGunnigle admitted<sup>3280</sup> his guilt."

"That was enough for you?"

"It ought to be enough for anybody."

Mr. Tutt scratched his chin.

"You<sup>3300</sup> wouldn't say it was mathematically conclusive, would you?"

"I should say it was."

Judge Barker looked up from the letter<sup>3320</sup> he was writing.

"What are you trying to do?—Prove that this defendant is innocent when he says he's guilty?"<sup>3340</sup>

Mr. Tutt assumed an aggrieved air.

"I am an old man and perhaps garrulous," he said. "But if your honor<sup>3360</sup> will bear with me, I shall hope in due time to bring out facts which will assist your honor in<sup>3380</sup> imposing sentence."

"Well, go on.—But be as quick as you can."

Judge Barker returned to his correspondence. Mr. Tutt<sup>3400</sup> took up Schlemmer once more.

"Now, Mr. Schlemmer, just to test the question; wouldn't it be conceivably possible for Wiltshire<sup>3420</sup> and McGunnigle to have entered into a conspiracy, whereby, Wiltshire having actually cashed the check and got the money, McGunnigle<sup>3440</sup> was to admit the forgery and take the blame when, in point of fact, there had really been no forgery?"<sup>3460</sup>

Mr. Schlemmer looked bored.

"A very remote and fantastic possibility!" he answered. "It would involve disbelieving both an honest man<sup>3480</sup> who denied his signature and a crook who admitted forging it,—

when everything pointed to their telling the truth!"

"That<sup>3500</sup> is what I wish to discuss with you. You say that McGunnigle's guilt seemed so self-evident that you had<sup>3520</sup> no hesitation in accusing him?"

"None whatever!"

"Was one of the facts that influenced you in your opinion that he<sup>3540</sup> was confessedly in need of money?"

"It was."

"And you think he committed forgery under pressure of that need?"

"I<sup>3560</sup> think it more than probable."

Mr. Tutt took a step forward.

"But, on your own statement, he needed the money<sup>3580</sup> at the end of December—while the forgery was committed at the beginning of July. Why should he want the<sup>3600</sup> money six months *after* the forgery?"

Judge Barker turned to catch the witness's reply. None came.

"Would you mind answering<sup>3620</sup> my question, Mr. Schlemmer?"

Schlemmer hesitated.

"I suppose my idea was that McGunnigle was generally in need of money,—that<sup>3640</sup> he had probably been living beyond his income right along."

"Is it your theory, then, that having needed money in<sup>3660</sup> July and having forged this check to get it, he needed it again at the end of December—and forged<sup>3680</sup> another?"

Mr. Schlemmer seemed puzzled.

"I didn't work it out as fine as that!" he said at length.

"Do you<sup>3700</sup> think McGunnigle forged other checks?"

"I don't know."

"Have you tried to find out?"

"No."

"Don't you think it might<sup>3720</sup> be a wise thing to do before taking a forger back into your employ?"

Judge Barker swivelled around toward the<sup>3740</sup> witness.

"I think Mr. Tutt is right. Common prudence demands that you should have an audit of your books."

Mr.<sup>3760</sup> Tutt bowed.

"I am glad your honor agrees with me. The surety company has a right to demand that this<sup>3780</sup> defendant should not be sentenced until we know whether there may not have been other forgeries."

Judge Barker completed the<sup>3800</sup> revolution of his chair, got up, crossed his arms behind his back under his gown so that it looked like<sup>3820</sup> a bunch of enormous tail-feathers, and began walking up and down the dais.

"Let me look at that check,"<sup>3840</sup> he remarked abruptly, and when Mr. Tutt had handed it to him: "How much of the writing on this did<sup>3860</sup> McGunnigle admit having forged?" he asked of Schlemmer.

"He didn't say. Only Mr. Wiltshire's signature, I assumed."

"Do you happen<sup>3880</sup> to know where The



Yucatan Trading Company do their banking?" "The Cottonseed National.—Mr. Wiltshire told us so here the<sup>3900</sup> other day."

Judge Barker removed his eye-glasses and looked significantly at the reporters gathered about the press table as<sup>3920</sup> if he had made a great discovery.

"This check bears the cancellation-stamp of the Cottonseed National Bank. How was<sup>3940</sup> it possible for this defendant, or his confederate, if he had one, to cash this check at a bank<sup>3960</sup> where Mr. Wiltshire must have been personally known?"

"Oh, wise and upright judge!" murmured Mr. Tutt.

"If you are asking<sup>3980</sup> that question of me," said Mr. Schlemmer, "all I can say is that I don't know. I assume that forgers<sup>4000</sup> have a way of doing these things."

"Do I not recall in this connection that Mr. Wiltshire claimed that his<sup>4020</sup> company never indorsed checks except 'for deposit'?" continued Judge Barker.

"That is what he said," confirmed Mr. Tutt.

"Then McGunnigle<sup>4040</sup> probably forged the whole indorsement—as well as Mr. Wiltshire's signature!" declared his honor with conviction. "He must have had<sup>4060</sup> a rubber stamp made resembling that used by the Yucatan Trading Company but omitting the words 'for deposit only.'"

"That<sup>4080</sup> is my theory," answered Mr. Tutt. "And since, naturally, Mr. Wiltshire was well known at the Cottonseed National Bank, it<sup>4100</sup> is equally probable that the bank's cancellation-stamp is also forged, and that the check was cashed at some other<sup>4120</sup> bank."

"But in that case how did the Cottonseed's cancellation get there?" inquired his honor.

"It could have been put<sup>4140</sup> on after the check had gone through the clearing-house and been returned to Haecklemeyer, Schlemmer and Bintz with the<sup>4160</sup> rest of their cancelled vouchers," explained Mr. Tutt.

"You mean that McGunnigle, having taken the check out of the mail,<sup>4180</sup> cashed it at some bank where Wiltshire was not known—and then, when it came back at the end of<sup>4200</sup> the month, erased the cancellation-stamp and forged that of the Cottonseed National?"

"Precisely. In addition, the name of the<sup>4220</sup> original payee may have been altered before the check was presented for payment—in fact, the forger may have inserted<sup>4240</sup> his own name, which would have enabled him to cash the check without difficulty."

"There is more to this than<sup>4260</sup> at first meets the eye!" mused his honor. "Just let me take another wink at that check. Maybe the whole<sup>4280</sup> thing is forged!"

"Maybe it is!" echoed Mr. Tutt, looking out of the window. (4294)

(To be continued next month)

## Distraction

From the "San Francisco Examiner"

Distraction is not the same thing as pleasure or enjoyment, to say nothing of happiness. Distraction is what a man<sup>20</sup> seeks in order to

get away from himself, his memories, his fears, or his emptiness. Mainly it is human nature<sup>40</sup> abhorring a vacuum.

A certain amount of mere distraction is desirable and will be sought even by the nature that<sup>60</sup> is rich within itself.

But the constant need of it is a sign of moral bankruptcy. As Pascal said, the<sup>80</sup> surest test of a man's wisdom is his ability to be contented in solitude. (94)

## Lesson Seven

### Words

Dimity, tension, timber, endow, empty, entwine, fender, errand, flint, endeavor, retentive, lenient, edit, indebted, impend, stead, validity, seaman, maniac, assess,<sup>20</sup> access, abstain, auspices, roses, defenses, audit, intense, appended, emphasis, raiment, gelatin, grind, swindle, sentinel, ranchman, wound, spindle, torrent, offend, pint,<sup>40</sup> devour, dinner, slander, stained, vases, windmill, tyrant, sprinted, retains, ponder, pretention, intimacy, inceptive. (53)

### Sentences

The women will assist in making the tennis meet a happy affair. The tenant will be here today and he<sup>20</sup> will pay the rent at that time. There will be nothing gained by reaching the temple so early in the<sup>40</sup> day. He is a devout man and very attentive at all times. The sentinel was wounded in the fray. Mr.<sup>60</sup> Swinton will defend the editor in these cases for slander. Our company will defray all expenses if you will attend<sup>80</sup> this meeting next month. Many students have difficulty in their studies because of lack of attention. The roses on the<sup>100</sup> veranda are very pretty. (104)

## Lesson Eight

### Words

Ajar, cardiac, appurtenances, churlish, borders, searcher, absurd, sardonic, stern, urgent, terminate, orphan, cistern, burn, retail, normalcy, sworn, worthily, cedar, carton,<sup>20</sup> born, warmly, wormy, circle, fern, batter, star, dirt, divert, jars, appertaining, surfeit, merit, demerit, harder, dodger, ardor, ordinance, swarm, shiner,<sup>40</sup> vineyard, tortoise, quart, ordinal, charmers, convert, Argentine, avert, pardon, Charleston, curt, worst, instill. (53)

### Sentences

Our lease at Charleston will terminate tomorrow. Her manner is most charming. We are digging a cistern on the farm<sup>20</sup> back of the vineyard. You should not divert his attention from his work in the garden. The gardener will have<sup>40</sup> to climb a ladder to pluck that

cluster of roses. This organization sells hardware cheaper than any retail concern in<sup>60</sup> this territory. The prisoner made a daring attempt to break away from the warden. This wood will burn like tinder.<sup>60</sup> We are in urgent need of some of this merchandise. It is hard to tell what may become of it. (100)

## Lesson Nine

### Sentences

It is important that you go to the office immediately. Please bring a duplicate invoice to me tomorrow. The clerk<sup>20</sup> did not copy the order correctly. Please take this record to the railroad office. Where did you go while I<sup>40</sup> was waiting for my wife? What is your object in sending this notice to the newspaper for publication? The agent<sup>60</sup> was very friendly and obliging on that occasion. God give us strength to meet the difficulties of life. The doctor<sup>80</sup> would not charge the clerk for his services. I told you. What kind of system does that society use<sup>100</sup> in collecting its bills? Where did you find the order book? You must be more particular the next time you<sup>120</sup> work for the judge. You did not follow the form given you in working out the different word lists for<sup>140</sup> our new book. Why did you say "yes" when she asked you that question? We all acknowledge the value of<sup>160</sup> insurance. I will give you a duplicate of his letter. The railroad official did not receive a copy of the<sup>180</sup> government report. Our agent will arrange to record the mortgage early in the week. I regret that I can not<sup>200</sup> give you a better report. I think it will be well to keep up this advertising a little longer. (219)

## Lesson Ten

### Words

Alongside, businesslike, thereby, thereof, anything, checker, drafter, bodily, allowance, shipper, changer, charger, outsider, outlaw, abide, arithmetic, cathedral, forty-five degrees,<sup>20</sup> forty-five degrees Centigrade, thirty-six degrees Fahrenheit, afterfire, outer, Christmas, bookkeeper, analogous, aptitude, 147,000;<sup>40</sup> 14,700, withstood, outreach, aboriginal, abrogate, aside, abnegate, abuse, accuse, atrocious, cancelled, answerer, anomalous, ambiguity, ambiguous, astride, adolescent, astronomy,<sup>60</sup> appetite, surer, smaller, theretofore, prelude, pure, purer, outlay, nickname, catastrophe, lifetime, filibuster, aforesaid. (73)

### Sentences

The officer rode up alongside the outlaw as they neared the tavern. The bookkeeper checked the lists thoroughly before attempting<sup>20</sup> to strike a balance. This outfit will be shipped direct from the factory. His success is attributed to his irresistible<sup>40</sup> manner which

characterized all his dealings. A permanent organization was established after a number of speeches were delivered by several<sup>60</sup> prominent men. The demonstration indicated their gratitude for his cooperation. The applicant was pleasant and seemed very capable but the<sup>80</sup> recorder would not give him an opportunity to demonstrate his knowledge of the machine. You should do your shopping early.<sup>100</sup> (100)

## Lesson Eleven

### Words

To balance, as late as, we have not been able, I had not been, to send, we do not regard,<sup>20</sup> I don't feel, we are very sorry, from line to line, there was not, in reply to your, they want,<sup>40</sup> details of the work, book after book, I wish to say, we are in the market, to sell, to consider,<sup>60</sup> we hope to receive, to raise, one of these, yours very cordially, there will be, it will have, we sent,<sup>80</sup> might be, to repair, as strong as, one of those, from side to side, could have been, should have been<sup>100</sup> able, who had been able, they do not, words of the speaker, boy after boy, state by state, you must<sup>120</sup> see, several weeks ago, I am very sorry to hear, next time, one by one, she had not, to sail,<sup>140</sup> you may have, to be done, very great, as wide as, as near as can be, glad to have, end<sup>160</sup> of the line, may be given, I want to see. (170)

### Sentences

We have not been able to get a report from you for some time. Won't you get it to us<sup>20</sup> one of these days real soon? The returns were checked state by state. We are in the market for several<sup>40</sup> cars of white corn. I don't feel there is any reason for your being as late as you were. There<sup>60</sup> will be no difficulty in obtaining these goods for you by the end of the week. I regret to say<sup>80</sup> that some of these books cannot be accepted. This is one of the important questions to be considered at our<sup>100</sup> next meeting. Cheer after cheer went up from the crowd from time to time. We are sorry to learn that<sup>120</sup> you will not be able to attend the next meeting of our association. Can you give us some suggestions in<sup>140</sup> regard to this matter? We hope that you will find a ready sale for these goods. (156)

## Lesson Twelve

### Words

Abeyance, benumb, decrease, rebuttal, dispen-  
se, decoy, recruit, perpetuate, proclamation,  
frontage, brush, cigar, crop, abound, adjust,  
build, armature, advent, capture, scorn,<sup>20</sup> alien,  
axiom, beggar, autopsy, allopathy, alienation,  
besiege, carnage, cambric, chemist, aqueduct,



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### **SPECIALISTS' EDUCATIONAL BUREAU**

**Robert A. Grant, President**

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## EASTERN BUSINESS

This is written August 1. Within the last few days our nominees have been engaged in West Haven, Conn.; Winthrop, Mass.; Newport, R. I.; Arlington, Mass.

Our candidates have been recommended recently for appointment in several important Western cities, but official action cannot be reported today.

May we help you?

### **THE NATIONAL COMMERCIAL TEACHERS AGENCY**

*(A Specialty by a Specialist)*

**E. E. Gaylord, Mgr.,**

**Larcom Ave., Beverly, Mass.**

adversary, blunder, mummy, admittance, admiral, dishonest, foliage, funnel, descend,<sup>40</sup> slums, vinegar, venom, voyage, rebound, pump, relapse, perfume, jumbo, depart. (50)

### Sentences

Let me discuss briefly the outstanding features of this daring adventure. The exact language of the governor was misquoted by<sup>20</sup> the reporters. Our luggage was badly damaged. Several packages were either crushed or lost. His promotion is out of the<sup>40</sup> question if he persist in such a course. A new brown stone front is to be put on the museum.<sup>60</sup> The Royal Arts Society of Dublin will give a bazaar next week for the benefit of the poor. You will<sup>80</sup> admit the fact that one must come early to secure choice seats. I have profound admiration for this music. The<sup>100</sup> chemist will use the funnel in filling the carboy. (109)

## Business Letters

### Letters to Large Users

(From Gardner's "Constructive Dictation," pages 241 and 243, letters 8 and 12)

Mr. A. D. Schultz,  
709 Summit Avenue,  
Superior, Wisconsin

Dear Sir:

Opening doors—

Closing orders—

The beginning and<sup>20</sup> the end of sales work—whether in person or by mail.

But the mail salesman has the "inside"—for he<sup>40</sup> travels on the prestige of Uncle Sam—

And nobody turns down the postman.

Save distance, time and money on your<sup>60</sup> way from the opened door to the closed order.

Learn how to pick locks—pick prospects—pick orders.

The inside<sup>80</sup> pages have a suggestion or two—and there are more where these came from—

How receptive are you?

Yours truly, (100)

Illinois Coal Company,  
284 State Street,  
Chicago, Illinois

Attention—Mr. F. A. Homewood

Gentlemen:

We are interested<sup>20</sup> to learn from your letter of July 1 that you expect to use a Gasoline Engine to operate your power<sup>40</sup> pump at the coal mine. If the vertical lift does not exceed 31 ft. and the suction and discharge<sup>60</sup> pipes are 2 inches and the total distance the water is to be discharged is not over 200 or<sup>80</sup> 300 ft., then with a capacity of say 30 to 35 gallons per minute a 3 H. P.<sup>100</sup> Engine would be ample size to take care of these conditions.

For prices, please refer to page 10 of our<sup>120</sup>

price list No. 32, copy of which is inclosed. You, of course, have special discounts applying to the list<sup>140</sup> prices therein.

At the present time we can make delivery of a 3 H. P. Gasoline Engine with magneto ignition<sup>160</sup> in about two or three weeks. If you decide to order this, Mr. Homewood, it would be well to inform<sup>180</sup> us as to the speed of the power pulley so that we can equip the engine with the proper pulley<sup>200</sup> to operate the pump at the correct speed.

Very truly yours, (211)



Grasp an idea and work it out to a successful conclusion. That's about all there is in life for any<sup>20</sup> of us.—Edward H. Harriman. (25)



To get up, don't give up. (6)

## What the Flag Means

By Charles Evans Hughes

[An address in presenting a flag to the honor members of a graduating class at a school in Washington, June, 1916]

This flag means more than association and reward. It is the symbol of our national unity, our national endeavor, our<sup>20</sup> national aspiration. It tells you of the struggle for independence, of union preserved, of liberty and union one and inseparable,<sup>40</sup> of the sacrifices of brave men and women to whom the ideals and honor of this nation have been dearer<sup>6</sup> than life.

It means America first; it means an undivided allegiance. It means America united, strong and efficient, equal to<sup>80</sup> her tasks. It means that you cannot be saved by the valor and devotion of your ancestors; that to each<sup>100</sup> generation comes its patriotic duty; and that upon your willingness to sacrifice and endure as those before you have sacrificed<sup>120</sup> and endured rests the national hope.

It speaks of equal rights; of the inspiration of free institutions exemplified and vindicated;<sup>140</sup> of liberty under law intelligently conceived and impartially administered.

There is not a thread in it but scorns self-indulgence,<sup>160</sup> weakness, and rapacity. It is eloquent of our community interests, outweighing all divergences of opinion, and of our common destiny.<sup>180</sup>

Given as a prize to those of the highest standing, it happily enforces the lesson that intelligence and zeal must go together, that discipline must accompany emotions, and that we must ultimately rely upon enlightened opinion. (216)

—From "American Patriotic Prose,"  
by A. W. Long

If you take too much time off to spend your earnings, you can't accumulate. I early recognized that it was<sup>20</sup> my business and my duty to do all the work which came to me, to do it in the very<sup>40</sup> best manner that I was able to do it, and without any regard for the compensation which I received for<sup>60</sup> it. I saved money. I always saved money, and why? Because I never had time to spend what I earned,<sup>80</sup> and it accumulated. (83)

### *Keep Abreast of the Times*

*From "Lessons in Achievement"*

*By H. Addington Bruce in "Forbes"*

Whether a man be his own employer or working for another, the degree of his success invariably depends largely on<sup>20</sup> his readiness to adopt new ideas and to adapt himself to new conditions in his chosen occupation. Business life, like<sup>40</sup> life in general, is constantly in a state of flux, of change. That which was valid and necessary yesterday may<sup>60</sup> be unnecessary and even unsound today. New times, new customs and methods, is the law.

Of course, there are certain<sup>80</sup> immutable principles which persist through all change.

It always has been and always will be required of the aspirant to<sup>100</sup> success that he be, among other things, industrious, zealous, honest, and reliable. Open-mindedness and adaptability never can take the<sup>120</sup> place of qualities such as these. The point is that unless the worker, over and above his other qualities, shows<sup>140</sup> himself open-minded and adaptable, unless he shows himself eagerly resilient, he must always be to some extent a laggard<sup>160</sup> and may experience ultimate failure instead of the notable success that might be his.

And the unfortunate fact is that<sup>180</sup> the mass of workers do not appreciate this. Even many workers above the average in ambition do not appreciate it.<sup>200</sup>

They apply themselves earnestly enough to learn the technique of their work. Having learned it, and having displayed sundry characteristics<sup>220</sup> which command the favorable notice of their superiors, they rise to a certain point. They rise no further, if only<sup>240</sup> because they are under the delusion that business-doing is static and that what they have already learned will enable<sup>260</sup> them to meet all the demands of the future.

Their state of mind is akin to that of an historian<sup>280</sup> of my acquaintance, who, when I asked him if he were going to the annual meeting of a learned association<sup>300</sup> of which he was a member, made answer:

"I have never gone to these meetings. Why should I begin now?<sup>320</sup> I should only have to listen to papers by young jackanapes who have nothing to tell me. I can better,<sup>340</sup> much better, occupy my time at home, studying and writing."

Yet those same jackanapes might at least have impressed upon<sup>360</sup> my stay-at-home acquaintance the truth that the history-read-

ing public of today is vastly different from the history<sup>380</sup>-reading public of the period when he began to specialize in the teaching and writing of history. Then wordiness and<sup>400</sup> stodginess were expected of historians. Now the demand is for directness, vitality, and at least a fair measure of conciseness.<sup>420</sup>

Clinging to the old tradition, it is hardly surprising that my friend of the scholastic cloister laments that almost the<sup>440</sup> only people who read his ponderous works are the students who have to read them. Unwittingly he has handicapped himself<sup>460</sup> by not using facilities that would have enabled him to keep abreast of the times.

So do innumerable financiers, innumerable<sup>480</sup> salesmen, innumerable workers in all manner of industries handicap themselves by keeping away from conventions; by never reading trade journals;<sup>500</sup> by not even glancing into such magazines as the one in which this article appears, magazines whose special mission it<sup>520</sup> is to describe, even to prognosticate, significant changes in the general world of business.

To the young man whose income<sup>540</sup> is small the expense of subscribing, even to one or two periodicals bearing directly or indirectly on his work, may<sup>560</sup> seem formidable. Really it is negligible compared with the benefits that will accrue to him from a keen intelligent reading<sup>580</sup> of these periodicals. In fact, he cannot afford to dispense with them if he would make come true, in anything<sup>600</sup> like entirety, his dreams and hopes for the years that lie ahead.

Nor can he afford to ignore the growth<sup>620</sup>-promoting possibilities of trade conventions, of membership in business clubs and commercial organizations, of attendance at lectures on subjects of<sup>640</sup> business interest to him, of informal discussion with fellow-workers regarding matters of mutual significance to him and to them.<sup>660</sup> From all these sources he can gain ideas of a constructive sort unattainable by the man who lives and works<sup>680</sup> in physical solitude.

So with the business man who, no longer young, is perhaps at the head of a prosperous<sup>700</sup> business of his own.

It is the height of folly for such a man to imagine that he has reached<sup>720</sup> a point where adaptability and openness to new ideas are no longer indispensable. If he does so imagine, he had<sup>740</sup> better sell out forthwith, lest he come to grief as many a whilom successful business man has done, including several<sup>760</sup> known to me personally.

In sum:

From first to last, the worker in any business must appreciate the inevitability of<sup>780</sup> change. Always he must avail himself of any agency, from the convention to the trade journal, that will aid him<sup>800</sup> to meet the new demands imposed by the passage of time. Otherwise, no matter how keen his ambition, no matter<sup>820</sup> what his native ability, he will find himself sooner or later among the conspicuously left behind.

Keep abreast of the<sup>840</sup> times and grasp new-day opportunities. (846)



## Character and Success

By Theodore Roosevelt

All kinds of qualities go to make up character, for, emphatically, the term should include the positive no less than<sup>20</sup> the negative virtues. If we say of a boy or a man, "He is of good character," we mean that<sup>40</sup> he does not do a great many things that are wrong and we also mean that he does do a<sup>60</sup> great many things which imply much effort of will and readiness to face what is disagreeable. He must not steal,<sup>80</sup> he must not be intemperate, he must not be vicious in any way; he must not be mean or brutal;<sup>100</sup> he must not bully the weak. In fact, he must refrain from whatever is evil. But besides refraining from evil,<sup>120</sup> he must do good. He must be brave and energetic; he must be resolute and persevering. (136)



Barriers make us rise. (4)

## Relation of Heat Production to the Thyroid Gland

The thyroid gland is one of the most important factors in the maintenance of normal heat production. Its active principle,<sup>20</sup> "thyroxin," is rich in iodine. The physiological activity of certain thyroid preparations may be gauged by their iodine content, according<sup>40</sup> to the work of Hunt and Seidel. Thyroxin, obtained first in crystalline form by Kendall seems to have the same<sup>60</sup> physiological properties as has the whole gland. It contains 60% of iodine; when thyroxin is given hypodermically in<sup>80</sup> considerable amount it forms a reservoir, apparently, and is used gradually in the body's metabolism. Enough may be administered in<sup>100</sup> this way to a patient with myxedema to maintain the metabolism at a normal level for as long as three<sup>120</sup> weeks without stimulating the metabolism to an abnormally high level. According to Kendall, the thyroid gland has two chief functions:<sup>140</sup> first, to manufacture thyroxin and second, to store thyroxin. In exophthalmic goiter the storage capacity of the gland is reduced<sup>160</sup> but the manufacturing ability is much increased. According to Marine, the normal iodine store of the thyroid gland rarely exceeds<sup>180</sup> 25 milligrams; Kendall finds that this store may be as low as 7 milligrams in the most severe type<sup>200</sup> of exophthalmic goiter. Marine supposes that thyroid adenoma results from the stimulation of the gland to overactivity through a demand<sup>220</sup> for iodine, which the adenoma can probably abstract from the circulation and elaborate into the thyroid hormone. Marine's and Kimball's<sup>240</sup> work with school girls in a goiter zone has shown that goiter of the

simple type may be prevented by<sup>260</sup> the judicious use of iodine. They found that 3 grains of iodide salt daily for ten days, repeated in six<sup>280</sup> months' time, prevented simple goiter in girls in practically all cases. In Switzerland the child is given 5 milligrams each<sup>300</sup> Monday morning. Such minute doses apparently prevent the enlargement of the gland in its attempt to increase its store. In<sup>320</sup> exophthalmic goiter we may imagine that the gland has run riot in its attempt to increase its iodine store: the<sup>340</sup> result is that the iodine per unit of gland in this condition is often exceedingly small. Whatever the nature of<sup>360</sup> the circulating substance that is responsible for the symptoms in cases of hyperthyroidism, it is generally agreed that the most<sup>380</sup> characteristic effect of normal thyroid substance or of thyroxin is a heightened metabolism. The only conditions in which thyroxin does<sup>400</sup> not increase the basal metabolism, according to Plummer are exophthalmic goiter and very vascular colloid goiters. (416)

## Short Stories in Shorthand

Unsettled

Anxious Old Man (on river steamer): I say, my good man, is this boat going up or down?

Surly Fellow<sup>20</sup>-Passenger: Well, she's a leaky old tub so I shouldn't wonder if she was going down. Then, again, her boilers<sup>40</sup> are none too good so she might go up. (49)

Well-known

He took her hand in his and gazed proudly at the engagement ring he had placed on her finger only<sup>20</sup> three days before.

"Did your friends admire it?" he inquired tenderly.

"They did more than that," she replied coldly. "Two<sup>40</sup> of them recognized it." (44)

Almost

The secretary of the bar association was very busy and very cross one afternoon when his telephone rang.

"Well, what<sup>20</sup> is it?" he snapped.

"Is this the city gas works?" asked a woman's soft voice.

"No, madam," roared the secretary,<sup>40</sup> "This is the Bar Association of the City of Louisville."

"Ah," in the sweetest of tones, "I didn't miss it<sup>60</sup> so far, after all." (64)

An Imposition

"Do you feel able to take a few letters, Miss Typewriter?"

"Why certainly! That's what I'm here for, isn't it?"<sup>20</sup>

"I guess so, but my request came so soon after your last telephone conversation that I feared you might be<sup>40</sup> exhausted." (41)

### *Jim Gets a Raise*

"My husband is so good to his employees."

"Is he?"

"Yes. He came home last night all tired out, poor<sup>20</sup> fellow, and I heard him murmur in his sleep, 'Jim, I'll raise you ten.' And business is so dull, too." (40)

### *Things As They Are*

One morning while the children were eating breakfast Milford put two heaping spoonful of sugar in his cocoa.

"I should<sup>20</sup> think one spoonful would be enough," objected his sister.

"I should think so, too," he replied, "but it ain't." (39)



### *Teachers' Certificates*

(Continued from page 45)

Helen Hunter, Moberly, Missouri  
 \*Lillian M. Hurley, Chicago, Illinois  
 Aili Jacobson, Lead, South Dakota  
 Odell Jenkins, Fort Worth, Texas  
 Ethel E. Johnson, Minneapolis, Minnesota  
 Marie Jones, Moberly, Missouri  
 Mrs. Myrta M. Kaigler, Macon, Georgia  
 Frances Kalsher, Helena, Montana  
 \*Annette Kespohl, Chicago, Illinois  
 Sarah G. Kratz, Philadelphia, Pennsylvania  
 \*Bernadette A. Lanouette, Chicago, Illinois  
 Oscar H. Little, Clinton, Mississippi  
 Marie Littrell, Moberly, Missouri  
 Annwillis Lynch, Townsend, Montana  
 Ruth Major, Philadelphia, Pennsylvania  
 \*Everet W. Marquart, Chicago, Illinois  
 \*Pauline M. McCullough, Des Moines, Iowa  
 Margaret McElhany, Moberly, Missouri  
 \*Floy McLaughlin, Des Moines, Iowa  
 Ann Meyerring, Fort Wayne, Indiana  
 Margery R. Miller, Yankton, South Dakota  
 Dollie Millikan, Fort Wayne, Indiana  
 Addie Lou Montgomery, Springfield, Missouri  
 Mrs. A. Moore, Fort Worth, Texas  
 Juanita Eleanor Morrell, Columbia, Tennessee  
 Blanche A. Murphy, Mobile, Alabama  
 Verna Lee Nance, Hopkinsville, Kentucky  
 Ruth E. Nyhart, Columbus, Ohio  
 Grace Osborne, Fort Worth, Texas  
 Vera Caldwell Palmer, Savannah, Georgia  
 Agnes Pearson, Lead, South Dakota  
 Mable V. Pellar, Fort Wayne, Indiana  
 Mrs. Janetta Peterson, Honolulu, Hawaii  
 \*Mona K. Quayle, River Forest, Illinois  
 Inez M. Rhodes, Spencer, Iowa  
 Caryle Rice, Fort Wayne, Indiana  
 Bessie G. Rosenberg, Minneapolis, Minnesota  
 \*Onelta Royer, Quincy, Illinois  
 \*Esther A. Sass, Lake City, Minnesota  
 \*Ella Schroeder, Colfax, California  
 Julia E. Sims, Greenwood, Mississippi  
 Sister Mary Catherine, Biloxi, Mississippi  
 Sister Mary Loretto Lawder, Kansas City, Missouri  
 Sister Mary St. Wilfrid, Dalhousie, N. B., Canada  
 Sister M. Patricia O'Sullivan, Arrochar, Staten Island, New York  
 Martha Lee Snider, Monroe, Michigan  
 Ruth Taylor, Nyack, New York  
 \*Kate Irene Thiessen, Chicago, Illinois  
 \*Blanche A. Thronsen, Hayfield, Minnesota  
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